

Fort Worth Independent School District
209 E.J. Briscoe Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Edward J. Briscoe Elementary is to instill a growth mindset that fosters social-emotional well-being and academic achievement in all students.

Vision

The vision of Edward J Briscoe is Helping All to Succeed (H.A.T.S)

Motto

We Believe, We Can Achieve

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Comprehensive Needs Assessment

Revised/Approved: March 28, 2024

Demographics

Demographics Summary

Edward J Briscoe Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. It was originally founded in 1988 and named after Edward J Briscoe, a longtime Fort Worth educator and humanitarian. EJB educates approximately 266 students in grades Pre-K 3 through 5th. Many of our students come from multigenerational families who speak over 32 languages, primarily English, Arabic, Swahili, Spanish, and many more. We have several invested community partners that help support our campus efforts, including the Aids Outreach Foundation, Baker Chapel, Lockett Family Foundation, Hope Farm, Proceso, First Tee, Seeds of Change, and Brittany's Backpack.

We provide regular programming, ESL, gifted and talented, ambassador classroom, and inclusion special education classes. We also provide extracurricular activities for students beyond the school day, Fort Worth After School programming (cooking, gardening, etc.), and tutoring.

EJB has the following enrollment breakdown based on Data pulled from PEIMS

- 177- African American Students (67%)
- 69- Hispanic Students (26%)
- 20- other races (8%)
- 75- EB Students (28%)
- 22- Sped (8%)
- 8- Dyslexia (3%)
- 10- GT (4%)

Demographics Strengths

Summary of Strengths:

- Briscoe is a very diverse campus, where over 32 different languages are represented. The campus has the opportunity to build our cultural awareness and meet the needs of students from different ethnic backgrounds and cultures.
- We provide multiple resources to support the economic needs of students and families, including free breakfast, lunch, and a fresh fruit/vegetable afternoon snack for all students, iPads for all students, and school supplies, school uniforms, winter coats, etc., to those in need. We also provide an after-school program with dinner to students in grades 3-5 and a food market for all families to use.

- We have two PreK 3 classes offered for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration.

Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group

Problem Statement 2: Our special populations are under-identified, with only 8% of the students having special education indicators and 3% of the students having dyslexic indicators. Furthermore, our GT population is under-identified, with only 4% of the students identifying themselves as GT. **Root Cause:** 1. The MTSS process for K - 2 students is underutilized. 2. The diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. Student behaviors are being utilized to deter identification from the GT program.

Student Learning

Student Learning Summary

According to our MAP data, students' grades 2 and 3 in math and grades 1 and 4 in reading are demonstrating reasonable progress. However, grades K, 1, 4, and 5 in Math and K, 2, 3, and 5 in Reading did not meet their targeted growth goals from the BOY to the MOY. There are still opportunities to address unpacking our standards and aligning students' activities to the rigor of the standard. The campus will continue to focus on continuity of instruction to address identified learning gaps and meet targets and RIT goals for all grade levels.

2023 STAAR Achievement Performance

All Grades Reading

67% Approached

31% Met

6% Mastered

All Grades Mathematics

44% Approached

22% Met

4% Mastered

Student Learning Strengths

The campus' strength on the 2023 STAAR was in Math

All Grades Mathematics

44% Approached. This was an increase of 2 percentage points from 2022

22% Met, this was an increase of 8 percentage points from 2022

4% Mastered, this is the same as 2022

2023-24 MAP MOY - Math

K- Observed growth of 8 RIT points

1- Observed growth of 8 RIT points

2- Observed growth of 10 RIT points

3- Observed growth of 10 RIT points

4- Observed growth of 7 RIT points

5- Observed growth of 3 RIT points

2023-24 MAP MOY - ELAR

K- Observed growth of 9 RIT points

1- Observed growth of 13 RIT points

2- Observed growth of 6 RIT points

3- Observed growth of 9 RIT points

4- Observed growth of 9 RIT points

5- Observed growth of 5 RIT points

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Economically disadvantaged students in grades 3 -5 Math are underperforming by 29% points at the State level and 14% at the District level. **Root Cause:** 1. Instruction is not in alignment with the depth of the rigor of the state standards 2. There was an ineffective teacher in a tested grade level 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 2 (Prioritized): Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. **Root Cause:** 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.

School Processes & Programs

School Processes & Programs Summary

We have a high focus on early literacy and math this school year and have designed our Campus Improvement Plan (TIP) and Campus Improvement Plan (CIP) to center around high-quality Tier 1 instruction that is aligned with the rigor of the standard. We have a strong coaching cycle in place, celebrated our successes, and looked for areas of growth. We have PLC cycles that include Lesson Alignment and Formative Assessment (LAFA) process and DDI. We also took deep dives into our lessons and exit tickets based and made adjustments, as needed, to align to the standard. We provided multiple opportunities for student agency, incorporated Habits of Discussion, and focused on building teachers' capacity. The master schedule was developed to address students' strengths and content. Grade 5 specials and Science/Social Studies are first due to the trends of frequent tardies, to allow the integrity of Tier 1 instruction to be delivered for our Core Contents (Math and Reading).

-

School Processes & Programs Strengths

The strengths Edward J. Briscoe identified as School Processes and Programs strengths were:

Curriculum and Instruction:

- Weekly PLCs focused on LAFA/DDI/coaching through instruction
- Lesson plans with TEKS, Know/Show Charts, LOs aligned to the rigor of the standard, exit tickets designed to be aligned to the rigor of the standard.
- 100% of staff had a coach to build their capacity and increase student outcomes.
- i-Ready
- Campus-wide interventions
- Summit K-12
- Lexia
- Dreambox
- All In Learning
- Fidelity walks to monitor the fidelity of the implementation of the curriculum.

Professional development:

- GT renewal at staff meetings
- Use of TEKS Resource System
- Use of analyzing MAP data to guide instruction.

- Planning with the end in mind.
- Aggressive Monitoring, Success Criteria, and Exemplars.
- LAFA and DDI Cycle to support campus Data Vision (**R**eview the Data, **C**orrect the Instruction, and **P**rotect teachers' time-**RCP**)
- PLCs with PD on MTSS, analyzing MAP data, incorporating STAAR redesign questions into Tier 1 instruction.

Leadership & decision-making processes:

- ILT includes the principal, the assistant principal, an instructional coach, and a data analyst.
- Additional student, staff, and family supports include a counselor, case manager, campus monitor, CIS social worker, parent liaison, inclusion teacher, SET teacher, part-time diagnostician, and part-time LSSP.
- Meet with our SBDM on the third Thursday of every month.
- Weekly meetings with the Campus Leadership Team

Communication:

- Weekly "News You Can Use" memos shared with staff and stakeholders
- Daily updates of campus events and information shared via Facebook
- Phone calls, emails, and flyers to communicate school-wide events, including testing, field trips, and increased family engagement events

Organization & context, scheduling, support service, extracurricular opportunities:

- Master Schedule
- Campus Calendar addresses all activities occurring on the campus
- After school program
- Spelling Bee
- Math Bee
- Readers Become Leaders
- SST
- Ron Clark Academy House system
- First Tee
- Academy 4
- Leaders 5

Technology integration/plan:

- Incorporation of technology into daily instruction
- One-to-one devices for every student tracked through Tip Web
- BenQ Board installation for having a classroom teacher
- Internet provided to students who qualify

Staff Quality, Recruitment, and Retention

- Low turnover rates per the UEA survey
- According to the 22-23 TAPR, 78% of the staff have six or more years of experience.
- According to the 22-23 TAPR, 49% of the staff have a Master's Degree
- Participation in the Tarleton Resident Program allows us to mentor and recruit resident teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in grades K, 1, 4, and 5 are not meeting their growth goals as measured by the MOY NWEA MAP Math assessment. **Root Cause:** 1. The lesson and/or exit ticket do not align with the rigor and depth of the standard. 2. Teachers are not consistently internalizing the lesson to build in scaffolds prior to lesson delivery. 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 2 (Prioritized): The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. **Root Cause:** 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.

Perceptions

Perceptions Summary

Edward J. Briscoe Elementary is student-centered and data-driven in all daily decisions and actions. By creating a transparent environment, we frequently identify our why through our mission, vision, and values to all stakeholders. Students are aware of their data and set learning goals every six weeks. We have increased public recognition of teachers, staff, students, and our families. The success of the identified focuses on the announcements posted throughout the building, placed highlights on the marquee, and posted on our social media sites.

We have highlighted the following areas that influence our perceptions:

Campus Climate and Culture

House System:

Parents, students, and staff are excited to belong to our House System. The four houses, Altruismo, Nukomori, Onraka, and Protos, were created by a campus house committee and implemented the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system.

All students 1-5 and all campus staff are inducted into one of the houses, which they will be a part of their entire time at EJB. Students can 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. Student names and pictures are also displayed when they earn points. Students and staff are invited to dress up every Friday in their house colors and wear their campus-provided house shirts!

This has been a positive addition to our campus, building campus spirit and creating smaller communities across the campus. It also allows 5th graders opportunities for leadership in their respective houses.

Parent participation:

Our biggest parent participation events are as follows: Open House, Holiday Program, Field Day, Family Information Nights, Family Showcase, and Six Weeks Awards Assemblies. We usually average between 50 - 100 parents/family members at these events.

Edward J. Briscoe has a Parent Action Team with active members.

Parents frequently engage our Facebook account to interact positively with the campus.

Community Partnerships

We receive support from Academy 4, Baker's Chapel, Brittany Backpack, First Tee, Leaders 5, Lockett Family Foundation, and Seeds of Change. We recently partnered with the Aids Outreach, which funds food for our students for our Saturday GAP camps.

Perceptions Strengths

Edward J. Briscoe identified Perceptions Strengths as:

- Increased communication with families via social media, Blackboard, Wednesday mail, and email.
- Maintained current partnerships while fostering new relationships.
- Healthy parent participation in most campus events.
- Full implementation of House Systems to help build student culture.
- Great support systems are in place through the use of CIS, Case Manager, Counselor, and MHMR Navigator

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Disproportionate reaction to behaviors due to unaddressed trauma in staff, students, families, and the community. **Root Cause:** 1. Lack of education, training, and resources to help support the mental health and socio-emotional needs of our students. 2. Lack of follow-through by parents and/or other outside programs. 3. The identification process is slow due to limited access to psychologists and diagnosticians.

Problem Statement 2 (Prioritized): Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. **Root Cause:** 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

Priority Problem Statements

Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration.

Root Cause 1: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered.

Root Cause 2: 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS.

Root Cause 3: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions.

Root Cause 4: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: April 25, 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 93% to 97% by May 2025.

Increase the percentage of African American students from 90% to 95% by May 2025.

Evaluation Data Sources: CLI Assessment

Strategy 1: Implementing the Creative Curriculum, focusing on the data provided in the CLI and Gold assessments in the interest areas will build the capacity of Pre-K3 and Pre-K4 teachers.

Strategy's Expected Result/Impact: Increase and sustain the percentage of PK students who score on Track on the Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Early Learning Specialist
Instructional Leadership Team

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Attend weekly PLCs to unpack guidelines and discuss how to enhance interest areas and increase students' oral language development.</p> <p>Intended Audience: Early Learning Teachers</p> <p>Provider / Presenter / Person Responsible: Early Learning Specialist and Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face-to-Face and via Zoom/Teams</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. **Root Cause:** 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

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 40% to 70% by May 2025.

Increase the percentage of Economically Disadvantaged students from 40% to 70% by May 2025.

Evaluation Data Sources: MAP Fluency Assessment

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Curriculum, Bambrick's Planning, Lesson Alignment and Data-Driven Instruction Protocols, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily

Strategy's Expected Result/Impact: At least an increase of 10% in students' performance from not met to making progress, meeting, or exceeding progress.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.6

- TEA Priorities:

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

Problem Statements: School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Create a bank of Know/Show Charts aligned to the standard's rigor and house it in a shared Google Drive. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: PLCs | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers within 48 hours of classroom visits.</p> <p>Intended Audience: Classrooms Pre-K 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading -Math -Reading</p> <p>Delivery Method: Face to Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Conduct Weekly walks on the first day of the work week and focus on high-leverage instructional moves to support and increase student outcomes. Create goals for each week and provide teachers with the data within 24 hours of where we are toward meeting mastery.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</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 31.5% to 50% by May 2025.

Increase the percentage of African American students from 28% to 48% by May 2025.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources(Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Teachers internalize the standard, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

Problem Statements: Demographics 1 - School Processes & Programs 2

| 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, which plans for scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: The Instructional Leadership Team ensures that teachers deliver planned differentiated instruction via lesson plan analysis, feedback, and frequent, intentionally scheduled classroom walkthroughs and observations.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face, Strive and Email</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Amplify and Lexia), develop aggressive monitoring trackers that identify high-leverage action steps and rehearse the lesson.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Teams</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-OPD-209-30-510-000000-25F10 - \$300</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color overlays, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Inclusion Teacher and TA</p> <p>Provider / Presenter / Person Responsible: Special Education Specialist</p> <p>Date(s) / Timeframe: August - December 2024</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Supplemental Material - SPED (199 PIC 23) - \$250</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 5 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 5: The campus will purchase Nearpod to support on-level instruction and to track students' progress toward the master of high-leverage standards.</p> <p>Intended Audience: Classroom Teachers' and students' K- 5</p> <p>Provider / Presenter / Person Responsible: Curriculum Associates</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Contracted Services - TITLE I (211) - 211-11-6299-04E-209-30-510-000000-25F10 - \$8,701</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: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Strategy's Expected Result/Impact: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: The campus will hire a Teacher Assistant and create an all-hands-on-deck time where all students receive enrichment or intervention during a designated time when all trained staff are not assigned to a classroom and will push in and support students.</p> <p>Intended Audience: Students K - 5</p> <p>Provider / Presenter / Person Responsible: Campus support staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: Small group</p> <p>Funding Sources: Teacher Assistant - TITLE I (211) - 211-11-6129-04E-209-30-510-000000-25F10 - \$26,983</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Track students' data using contracted service (Renaissance Learning) to identify support students need with low-performing, high-leverage standards.</p> <p>Intended Audience: Teachers and students K - 5</p> <p>Provider / Presenter / Person Responsible: Renaissance Learning Representative</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Renaissance Learning</p> <p>Delivery Method: Zoom and Face to Face</p> <p>Funding Sources: Contracted Services - TITLE I (211) - 211-11-6299-04E-209-30-510-000000-25F10 - \$6,500</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Provide extended learning opportunities after school to identify students to address specific learning gaps.</p> <p>Intended Audience: Students K - 5</p> <p>Provider / Presenter / Person Responsible: Teachers and Support Staff</p> <p>Date(s) / Timeframe: October 2024 - April 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Small Group</p> <p>Funding Sources: Teachers - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Support Staff - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$5,000</p> | Formative | | Summative | |
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| Action Step 4 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 4: Provide general supplies for teacher and student use during instruction.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Various Vendors</p> <p>Date(s) / Timeframe: September 2024 to May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face-to-face and small group instruction.</p> <p>Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-209-11-313-000000- - \$2,500, Purchase Library books to reinforce fluency and literacy skills. - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-209-99-313-000000- - \$1,800</p> | Formative | | Summative | |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group</p> |
| School Processes & Programs |
| <p>Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</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 4: Increase the percentage of PK students who score On Track on Circle Math from 93% to 98% by May 2025.

Increase the percentage of Emergent Bilingual students from 91.7% to 95% by May 2025.

Evaluation Data Sources: CLI Math Assessment

Strategy 1: Ensure PLCs are regularly scheduled to develop engaging and rigorous lessons based on student needs, using district-approved resources(Eureka/Dreambox) and data with K-5 grade teachers, using the gradual release model and assessment aligned with the FWISD curriculum.

Strategy's Expected Result/Impact: Teachers internalize the standard, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| 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, which plans for scaffolds and enrichment in each day's lesson. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: The Instructional Leadership Team ensures that teachers deliver planned differentiated instruction via lesson plan analysis, feedback, and frequent, intentionally scheduled classroom walkthroughs and observations.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face, Strive and Email</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Eureka/Dreambox), develop aggressive monitoring trackers that identify high-leverage action steps and rehearse the lesson.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Teams</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-OPD-209-30-510-000000-25F10 - \$600</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color overlays, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Inclusion Teacher and TA</p> <p>Provider / Presenter / Person Responsible: Special Education Specialist</p> <p>Date(s) / Timeframe: August - December 2024</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Supplemental Material - SPED (199 PIC 23) - \$250</p> | Formative | | Summative | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Strategy 2: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Strategy's Expected Result/Impact: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 1: The campus will hire a Teacher Assistant and create an all-hands-on-deck time where all students receive enrichment or intervention during a designated time when all trained staff are not assigned to a classroom and will push in and support students.</p> <p>Intended Audience: Students K - 5</p> <p>Provider / Presenter / Person Responsible: Campus support staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: Small group</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Provide a reading program to support and track students' comprehension.</p> <p>Intended Audience: Teachers and students K - 5</p> <p>Provider / Presenter / Person Responsible: Renaissance Learning Representative</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Renaissance Learning</p> <p>Delivery Method: Zoom and Face to Face</p> <p>Funding Sources: Contracted Services - TITLE I (211) - 211-11-6299-04E-209-30-510-000000-25F10 - \$6,500</p> | Formative | | Summative | |
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| Action Step 3 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 3: Provide extended learning opportunities after school to identify students to address specific learning gaps.</p> <p>Intended Audience: Students K - 5</p> <p>Provider / Presenter / Person Responsible: Teachers and Support Staff</p> <p>Date(s) / Timeframe: October 2024 - April 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Small Group</p> <p>Funding Sources: Teachers - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Support Staff - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$500</p> | Formative | | Summative | |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group</p> |
| School Processes & Programs |
| <p>Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</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 93% to 98% by May 2025.
 Increase the percentage of Emergent Bilingual students from 91.7% to 95% by May 2025.

Evaluation Data Sources: CLI Math Assessment

Strategy 1: Implementing the Creative Curriculum, focusing on the data provided in the CLI and Gold assessments in the interest areas will build the capacity of Pre-K3 and Pre-K4 teachers.





Strategy's Expected Result/Impact: Increase and sustain the percentage of PK students who score on Track on the Circle Phonological Math Assessment

Staff Responsible for Monitoring: Early Learning Specialist
 Instructional Leadership Team

Title I:
 2.5, 2.6
- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Attend weekly PLCs to unpack guidelines and discuss how to enhance interest areas and increase students' Math Fluency Intended Audience: Early Learning Teachers Provider / Presenter / Person Responsible: Early Learning Specialist and Instructional Coach Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Early Learning Department Delivery Method: Face-to-Face and via Zoom/Teams | Formative | | Summative | |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: The committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide quarterly feedback to the campus staff, administrators, and parents.

Strategy's Expected Result/Impact: Aligned CIP with all stakeholders' voices to best meet the needs of students.

Staff Responsible for Monitoring: Principal





Title I:

2.6

- TEA Priorities:

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

Problem Statements: Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: The SBDM will meet after each formative review to discuss the implications of campus progress.</p> <p>Intended Audience: Sample of stakeholders to represent campus and community.</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: September - May</p> <p>Collaborating Departments: Compliance and Grants</p> <p>Delivery Method: Teams</p> | Formative | | Summative | |
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| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: The SBDM will meet after each formative review to discuss the implications of campus progress.</p> <p>Intended Audience: Sample of stakeholders to represent campus and community.</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: September - May</p> <p>Collaborating Departments: Compliance and Grants</p> <p>Delivery Method: Teams</p> | Formative | | Summative | |
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| <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 3: Implement distributive leadership teams consisting of a Curriculum Alignment Team, School Climate Action Team, and Data analysis team to increase the level and quality of team experiences staff members have with one another. Teams will regularly review and monitor the progress of the CIP and provide feedback to the stakeholders.

Strategy's Expected Result/Impact: Increase productivity amongst the leadership team to ensure that what is happening in classrooms is aligned with the CIP.

Staff Responsible for Monitoring: ILT





Title I:

2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: The SBDM will meet after each formative review to discuss the implications of campus progress.</p> <p>Intended Audience: Sample of stakeholders to represent campus and community.</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: September - May</p> <p>Collaborating Departments: Compliance and Grants</p> <p>Delivery Method: Teams</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. Root Cause: 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</p> |
| Perceptions |
| <p>Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. Root Cause: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.</p> |

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 0% to 55% by May 2025.

Increase the percentage of African American students from 0% to 55% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Curriculum, Bambrick's Planning, Lesson Alignment and Data-Driven Instruction Protocols, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily

Strategy's Expected Result/Impact: At least an increase of 10% in students' performance from not met to making progress, meeting, or exceeding progress.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.6

- TEA Priorities:

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

Problem Statements: School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Create a bank of Know/Show Charts aligned to the standard's rigor and house it in a shared Google Drive. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: PLCs | Formative | | Summative | |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers within 48 hours of classroom visits.</p> <p>Intended Audience: Classrooms Pre-K 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading -Math -Reading</p> <p>Delivery Method: Face to Face</p> | Formative | | Summative | |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Conduct Weekly walks on the first day of the work week and focus on high-leverage instructional moves to support and increase student outcomes. Create goals for each week and provide teachers with the data within 24 hours of where we are toward meeting mastery.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> | Formative | | Summative | |
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Strategy 2: CIP is developed with the involvement of stakeholder committee members, and parents are given the opportunity to review and revise the CIP in order to provide the best opportunities for the students.

Strategy's Expected Result/Impact: Increase student outcomes by including all Stakeholders' voices.

Staff Responsible for Monitoring: SBDM





Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: The SBDM will meet after each formative review to discuss the implications of campus progress.</p> <p>Intended Audience: Sample of stakeholders to represent campus and community.</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: September - May</p> <p>Collaborating Departments: Compliance and Grants</p> <p>Delivery Method: Teams</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group</p> |
| Student Learning |
| <p>Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. Root Cause: 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</p> |
| Perceptions |
| <p>Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. Root Cause: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.</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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 39.2% to 50% by May 2025.

Increase the percentage of Economically Disadvantaged students from 36.6% to 50% by May 2025.

Evaluation Data Sources: Math MAP Growth assessment

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources(Eureka/Dreambox) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Teachers internalize the standard, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| 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, which plans for scaffolds and enrichment in each day's lesson. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: The Instructional Leadership Team ensures that teachers deliver planned differentiated instruction via lesson plan analysis, feedback, and frequent, intentionally scheduled classroom walkthroughs and observations.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face, Strive and Email</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Amplify and Lexia), develop aggressive monitoring trackers that identify high-leverage action steps and rehearse the lesson.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Teams</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-OPD-209-30-510-000000-25F10 - \$300</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Inclusion Teacher and TA</p> <p>Provider / Presenter / Person Responsible: Special Education Specialist</p> <p>Date(s) / Timeframe: August - December 2024</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Supplemental Material - SPED (199 PIC 23) - \$250</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 5 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 5: Provide Professional development opportunities for teachers after hours to extend their understanding of campus instructional expectations.</p> <p>Intended Audience: Classroom Teachers</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading Curriculum Associates All In Learning</p> <p>Delivery Method: Face-to-Face Virtual</p> <p>Funding Sources: Afterhours professional development - BASIC (199 PIC 11) - 199-11-6116-XXX-209-11-313-000000- - \$1,150</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 6 Details | Reviews | | | |
| <p>Action Step 6: Purchase an IPAD with a pen to capture instructional lifts needed to support campus goals</p> <p>Intended Audience: Classroom teachers Grades K - 5</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: September</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-209-99-313-000000- - \$1,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Strategy's Expected Result/Impact: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Staff Responsible for Monitoring: Instructional Leadership Team





Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: The campus will hire a Teacher Assistant and create an all-hands-on-deck time where all students receive enrichment or intervention during a designated time when all trained staff are not assigned to a classroom and will push in and support students.</p> <p>Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Campus support staff Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: N/A Delivery Method: Small group</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Track students' data using contracted service (All In Learning) to identify support students need with low-performing, high-leverage standards.</p> <p>Intended Audience: Teachers and students K - 5 Provider / Presenter / Person Responsible: All In Learning Representative Date(s) / Timeframe: August 2024 Collaborating Departments: All In Learning Delivery Method: Zoom and Face to Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Provide extended learning opportunities after school to identify students to address specific learning gaps.</p> <p>Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Teachers and Support Staff Date(s) / Timeframe: October 2024 - April 2025 Collaborating Departments: Learning and Leading Delivery Method: Small Group</p> <p>Funding Sources: Teachers - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Support Staff - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$250</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 4 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 4: Purchase math manipulatives to support students in making concrete connections to abstract mathematical concepts. Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Classroom Teachers grades K - 5 Date(s) / Timeframe: September 2024 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face and Small Group Funding Sources: Manipulatives - TITLE I (211) - 211-11-6399-04E-209-30-510-000000-25F10 - \$1,000 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 5 Details | Reviews | | | |
| Action Step 5: Provide general supplies for teacher and student use during instruction. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Various Vendors Date(s) / Timeframe: September 2024 to May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-face and small group instruction Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-209-11-313-000000- - \$2,500 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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 3: The Campus will make CIP available to parents and the community in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans when needed.

Strategy's Expected Result/Impact: Provide all stakeholders opportunities to access the improvement of campus goals.

Staff Responsible for Monitoring: Principal





Title I:

2.4

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: The SBDM will meet after each formative review to discuss the implications of campus progress. Intended Audience: All stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: September - May Collaborating Departments: Parent Partnerships Delivery Method: Teams | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group</p> |
| School Processes & Programs |
| <p>Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.</p> |
| Perceptions |
| <p>Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. Root Cause: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.</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 4: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 93% to 97% by May 2025.

Increase the percentage of African American students from 90% to 95% by May 2025.

Evaluation Data Sources: CLI Assessment

Strategy 1: Ensure PLCs are regularly scheduled to develop engaging and rigorous lessons based on student needs, using district-approved resources(Eureka/Dreambox) and data with K-5 grade teachers, using the gradual release model and assessment aligned with the FWISD curriculum.

Strategy's Expected Result/Impact: Teachers internalize the standard, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Demographics 1 - School Processes & Programs 2

| 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, which plans for scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: The Instructional Leadership Team ensures that teachers deliver planned differentiated instruction via lesson plan analysis, feedback, and frequent, intentionally scheduled classroom walkthroughs and observations.</p> <p>Intended Audience: Classrooms Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face, Strive and Email</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Eureka/Dreambox), develop aggressive monitoring trackers that identify high-leverage action steps and rehearse the lesson.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Teams</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-OPD-209-30-510-000000-25F10 - \$300</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Inclusion Teacher and TA</p> <p>Provider / Presenter / Person Responsible: Special Education Specialist</p> <p>Date(s) / Timeframe: August - December 2024</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Supplemental Material - SPED (199 PIC 23) - \$250</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Strategy 2: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Strategy's Expected Result/Impact: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 1: The campus will hire a Teacher Assistant and create an all-hands-on-deck time where all students receive enrichment or intervention during a designated time when all trained staff are not assigned to a classroom and will push in and support students.</p> <p>Intended Audience: Students K - 5</p> <p>Provider / Presenter / Person Responsible: Campus support staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: Small group</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Track students' data using contracted service (All In Learning) to identify support students need with low-performing, high-leverage standards.</p> <p>Intended Audience: Teachers and students K - 5</p> <p>Provider / Presenter / Person Responsible: All In Learning Representative</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: All In Learning</p> <p>Delivery Method: Zoom and Face to Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 3: Provide extended learning opportunities after school to identify students to address specific learning gaps. Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Teachers and Support Staff Date(s) / Timeframe: October 2024 - April 2025 Collaborating Departments: Learning and Leading Delivery Method: Small Group Funding Sources: Teachers - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Support Staff - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$250 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Strategy 3: Close academic gaps through various means of support pull-outs, interventions, before/after school tutoring, etc within student groups (EL, at-risk, SPED, and African American based on MAP, Dreambox, and Lexia.

Strategy's Expected Result/Impact: Increased student outcomes by at least 10% for marginalized students.

Staff Responsible for Monitoring: ILT





Title I:

2.4, 2.6

- **TEA Priorities:**

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

Problem Statements: Demographics 1 - Student Learning 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Provide extended learning opportunities after school to identify students and address specific learning gaps. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers and Support Staff Date(s) / Timeframe: October 2024 - April 2025 Collaborating Departments: Learning and Leading Delivery Method: Small Groups | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. Root Cause: 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group |
| Student Learning |
| Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. Root Cause: 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process. |
| School Processes & Programs |
| Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. Root Cause: 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities. |

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 30% to 60% by May 2025. Increase the percentage of Hispanic students from 29% to 60% by May 2025.

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1: High-quality Tier 1 Reading instruction is provided at the depth and complexity of the standards' rigor, including the student performance tasks, classroom activities/assignments, and formative and summative assessments from the required curriculum in all courses for all students.

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- TEA Priorities:

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

Problem Statements: School Processes & Programs 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Conduct weekly PLCs where teachers unpack the standard/guideline, create standard-aligned lessons with teacher exemplars and success criteria, and create an assessment in formats similar to how students will be assessed.</p> <p>Intended Audience: Classroom Teachers K- 5</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Furniture and Equipment - UNDISTRIBUTED (199 PIC 99) - 199-23-6639-XXX-209-99-313-000000- - \$2,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and adjust as needed.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Clearly define the MTSS process and create systems where all students who enter the process are monitored every six weeks, and tiers are adjusted as needed. Students who have been identified as Tier 3 for more than three months will be referred to the next step in the process to be reviewed to identify the best track to support their learning needs.</p> <p>Intended Audience: Classroom Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT, SST, Counselor, Diagnostician, and LSSP Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading, Special Education Department, and the MTSS department. Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide extended learning opportunities to identify students and address specific learning gaps after school.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers and TAs Date(s) / Timeframe: October 2024 - May 2025 Collaborating Departments: N/A Delivery Method: Face to Face, small group, and one on one</p> <p>Funding Sources: Teacher - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Teacher Assistant - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$500, Teacher - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - \$1,500, Special Education Teacher - SPED (199 PIC 23) - \$218, ESL Teacher - BEA (199 PIC 25) - 199-11-6116-001-209-25-313-000000 - \$274, Teacher - BASIC (199 PIC 11) - 199-11-6116-XXX-209-11-313-000000- - \$575</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 5 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 5: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color overlay, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Gifted and Talented and Talent Pool Students Students Grades 3 -5</p> <p>Provider / Presenter / Person Responsible: Gifted and Talented Specialist ILT</p> <p>Date(s) / Timeframe: September 2024</p> <p>Collaborating Departments: Gifted and Talented Learning and Leading</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Supplemental Resources - GT (199 PIC 21) - \$84, Supplemental Materials - TITLE I (211) - 211-11-6399-04E-209-30-510-000000-25F10 - \$1,000</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> | | | | |

Strategy 2: Close academic gaps through various means of support pull-outs, interventions, before/after school tutoring, etc, within student groups (EL, at-risk, SPED, and African American based on MAP, Dreambox, and Lexia.

Strategy's Expected Result/Impact: Increased student outcomes by at least 10%

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6


- **TEA Priorities:**


Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Provide extended learning opportunities after school to identify students to address specific learning gaps.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers and Support Staff</p> <p>Date(s) / Timeframe: October 2024 - May 2025</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: Small Groups</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our EB population decreased by 10% points during the 2023 TELPAS administration in comparison to the 2022 TELPAS administration. **Root Cause:** 1. Data does not disaggregate our AA (EB population) and Black (Regular Program) students. 2. The ELPS are not explicitly taught; computer programs are used as supplemental tools to support our EB students. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group

School Processes & Programs

Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. **Root Cause:** 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.

Perceptions

Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. **Root Cause:** 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

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 21% 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 20% to 30% by May 2025.

Evaluation Data Sources: STAAR Math Assessment

Strategy 1: High-quality Tier 1 Math instruction is provided at the depth and complexity of the rigor of the standards, including the student performance tasks, classroom activities/assignments, and formative and summative assessments from the required curriculum in all courses for all students.

Strategy's Expected Result/Impact: At least a 10% increase in students performing at the meets level on STAAR Math

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Conduct weekly PLCs where teachers unpack the standard/guideline, create standard-aligned lessons with teacher exemplars and success criteria, and create an assessment in formats similar to how students will be assessed. Intended Audience: Classroom Teachers K- 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and adjust as needed.</p> <p>Intended Audience: Classroom Teachers Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Clearly define the MTSS process and create systems where all students who enter the process are monitored every six weeks, and tiers are adjusted as needed. Students who have been identified as Tier 3 for more than three months will be referred to the next step in the process to be reviewed to identify the best track to support their learning needs.</p> <p>Intended Audience: Classroom Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT, SST, Counselor, Diagnostician, and LSSP Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning and Leading, Special Education Department, and the MTSS department. Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provide extended learning opportunities to identify students and address specific learning gaps after school.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers and TAs Date(s) / Timeframe: October 2024 - May 2025 Collaborating Departments: N/A Delivery Method: Face to Face, small group, and one on one</p> <p>Funding Sources: Teacher - TITLE I (211) - 211-11-6116-04E-209-30-510-000000-25F10 - \$1,000, Teacher Assistant - TITLE I (211) - 211-11-6121-04E-209-30-510-000000-25F10 - \$500, Teacher - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - \$1,500, Special Education Teacher - SPED (199 PIC 23) - \$219, ESL Teacher - BEA (199 PIC 25) - 199-11-6116-001-209-25-313-000000 - \$274, Teacher - BASIC (199 PIC 11) - 199-11-6116-XXX-209-11-313-000000- - \$575</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 5 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 5: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed).</p> <p>Intended Audience: Gifted and Talented and Talent Pool Students</p> <p>Provider / Presenter / Person Responsible: Gifted and Talented Specialist</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Gifted and Talented</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Supplemental Resources - GT (199 PIC 21) - \$84</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> | | | | |

Strategy 2: Staff will identify their highly struggling students and track their progress. Horizontal and vertical alignment will ensure the sharing of best practices.

Strategy's Expected Result/Impact: Alignment to the standard to increase mastery of the standards.

Staff Responsible for Monitoring: Teachers
ILT

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

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Conduct vertical and horizontal PLCs to review campus performance and adjust as needed.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: Face to Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. **Root Cause:** 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.

School Processes & Programs

Problem Statement 2: The two new curriculums are not aligned to the state standards and teachers often need to reconstruct the learning objectives and exit tickets to ensure alignment to the rigor of the TEKS. **Root Cause:** 1. Several departments lack familiarity with the LAFA and DDI processes. Unfortunately, this lack of awareness is a misalignment between effective instructional practices and curricular goals. 2. The curriculum was written for Common Core. 3. Lack of progress monitoring of programs on the campus and feedback to upgrade misalignment opportunities.

Perceptions

Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. **Root Cause:** 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

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 31% to 21% by May 2025.

Decrease the number and percentage of Hispanic from 41% to 21% by May 2025.

Evaluation Data Sources: FOCUS Report

Strategy 1: Implementation of an attendance success team with clear roles and responsibilities (e.g. routine monitoring, incentive plans, visible attendance trackers, etc.) for tracking our economically disadvantaged and African American students.

Strategy's Expected Result/Impact: Decrease in the number of chronic absences on the campus.

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

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| <p>Action Step 1: Hold attendance meetings every two weeks to identify students who are chronically absent and develop a plan for student attendance, including attendance recovery.</p> <p>Intended Audience: Chronically absence students and families</p> <p>Provider / Presenter / Person Responsible: Attendance Committee and Student Support Team</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: Face-to-Face</p> | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Make phone calls daily to students who are not at school by 9:00 AM and track calls and any other form of communication in a dashboard.</p> <p>Intended Audience: Families of absent students Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: September 2024 - May 2025 Collaborating Departments: Parent Partnerships Delivery Method: Via phone and email</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Provide an Attendance Matters presentation to parents at Open House and request they commit to bringing their students to school on time every day.</p> <p>Intended Audience: Families of absent students Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: September 2024 - May 2025 Collaborating Departments: Parent Partnerships Delivery Method: Face-to-Face</p> <p>Funding Sources: Overtime for FES - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-209-30-510-000000-25F10 - \$50</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Choose a random day each week to surprise students who arrive at school by 7:50 AM with an incentive, allow free dress on Fridays for students who had perfect attendance Monday - Thursday, and enter parents' names into a drawing to win an incentive. Provide incentives to students who had perfect attendance every six weeks.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Parent Action Team Date(s) / Timeframe: September 2024 - May 2025 Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. **Root Cause:** 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.

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 from 11.7% to 7% by May 2025.

Evaluation Data Sources: ADQ Cycle Data
FOCUS

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

Strategy's Expected Result/Impact: Decrease the number of students with referrals on the campus.

Staff Responsible for Monitoring: SST- AP, Counselor, and CIS

Title I:





2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Reinforce Restorative practices in all areas of campus and implement PBIS strategies to support the SEL needs of students with fidelity.</p> <p>Intended Audience: Classroom Teachers and students Pre-K - 5</p> <p>Provider / Presenter / Person Responsible: SST</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Restorative Practices</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Supplemental Material - SCE (199 PIC 24) - 199-11-6399-001-209-24-313-000000- - \$120</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 2: Become a Trauma-Informed Campus- Implement strategies to understand trauma and how it impacts learning and provide teachers with tools to support students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Dr. Latasha Ireland</p> <p>Date(s) / Timeframe: August 2024 - October 2025</p> <p>Collaborating Departments: Cultivating Thru Struggles Foundation</p> <p>Delivery Method: Face-to-Face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. Root Cause: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.</p> |

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

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

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from 0% to 70% by May 2025.

Increase the positive perception of parents of African American students from 0% to 70% by May 2025.

Strategy 1: Develop systems to support the consistent implementation of Family Involvement Nights and Saturday events, which build bridges from home to school and promote a positive perception of the campus.

Strategy's Expected Result/Impact: Increase the % of parents/guardians' participation at family night events.
Increase the positive perception of the campus.

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Create a BOY and EOY Parent Survey that collects information about the parents perception of the school with open-ended feed-back comments on ways we can improve. Intended Audience: Families Provider / Presenter / Person Responsible: AP Family Engagement Specialist Date(s) / Timeframe: August 2024 and May 2024 Collaborating Departments: Parent Partnership Delivery Method: Electronic | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: Create a Parental Involvement Night committee that includes an education piece for parents, takeaways, ideas, and material that can be reinforced at home.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Committees Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Time provided for planning after-hours - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-209-30-510-000000-25F10 - \$630</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Host at least 12 Family Involvement Activities and at least 4 Saturday Family Support events to build bridges from home to school and provide families support during non-school hours.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Parent Partnership</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Incentive and Food for activities - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-209-30-510-000000-25F10 - \$500, Supplies and materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-209-30-510-000000-25F10 - \$500</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Support staff will stay after to provide support for family engagement activities</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Support Staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Parent Partnership</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Overtime - BASIC (199 PIC 11) - 199-11-6121-XXX-209-11-313-000000- - \$500</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 5 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 5: Front Office staff will work after hours in the summer, after school, and on weekends to support campus needs and prepare to meet the needs of our families.</p> <p>Intended Audience: All Stakeholders Provider / Presenter / Person Responsible: Front Office Date(s) / Timeframe: September 2024 - July 2025 Delivery Method: Face-to-Face</p> <p>Funding Sources: Overtime - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-209-99-313-000000- - \$3,600</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 6 Details | Reviews | | | |
| <p>Action Step 6: Campus Monitor will support the safety of students during family and student engagement events</p> <p>Intended Audience: Families and students Provider / Presenter / Person Responsible: Campus Monitor Date(s) / Timeframe: September 2024 - May 2025 Collaborating Departments: Safety and Security Delivery Method: Face-to-Face</p> <p>Funding Sources: Safety and Security - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-209-99-313-000000- - \$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> | | | | |

Strategy 2: Provide additional opportunities for parental involvement, including, but not limited to, multiple instructional learning nights, parent workshops, PBL nights, and meet-the-teacher nights, which all increase the parents' motivation and involvement.

Strategy's Expected Result/Impact: Increased parent involvement to build a bridge between home and school

Staff Responsible for Monitoring: Family





Title I:

2.6, 4.2

- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Provide multiple opportunities for involvement by offering multiple instructional learning nights, parent workshops, PBL nights, and meet-the-teacher nights, which all increase the parents' motivation and involvement.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In person</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> | | | | |

Strategy 3: Parent meetings, training, and activities are held on multiple days and times to ensure parents have the opportunity to be involved in their children's academic success.

Strategy's Expected Result/Impact: Increase parental involvement and parents understand the importance of attendance and their students' academic performance.

Staff Responsible for Monitoring: Family Involvement Specialist





Title I:

2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Provide multiple opportunities for involvement by offering multiple instructional learning nights, parent workshops, PBL nights, and meet-the-teacher nights, increasing the parents' motivation and involvement.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: Face to Face</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> | | | | |

Strategy 4: Implement a system by which social media footprint is visible and enlarged to increase school-to-home communication, parental involvement, and access to teachers through Twitter, Facebook, and Instagram, including flexible parent nights to discuss STAAR data, MAP growth, and CIP progress.

Strategy's Expected Result/Impact: Increase parental involvement, and parents understand the importance of attendance and their students' academic performance.

Staff Responsible for Monitoring: Family Engagement Specialist
ILT





Title I:

2.4, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 1: Increase visibility on Social Media platforms and Blackboard Intended Audience: All stakeholders Provider / Presenter / Person Responsible: Social Media Manager Date(s) / Timeframe: August-May Collaborating Departments: Communications Delivery Method: Electronic | 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:

| Student Learning |
|---|
| <p>Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multiple data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2022 -2023 school year demonstrates that 66% did not meet the standard, 44% approached, 22% were at meets, and 4% mastered. Root Cause: 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources are not aligned with the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.</p> |
| Perceptions |
| <p>Problem Statement 2: Despite a 2% increase in student attendance rates from the 22-23 school year to the first semester of the 23-24 school year (rising from 90.86% to 92.70%), there remains a concerning stagnation in student engagement. This low attendance percentage directly impacts academic performance, necessitating urgent interventions. Root Cause: 1. Lack of training and understanding of 90% rule for attendance. 2. There is a lack of follow-through with implementing restorative systems and training; instead, there is a reactionary response versus a proactive response. 3. Multi-family homes impact the absences of all students instead of the one student who needs to be out. 4. Lack of access to healthcare and transportation.</p> |

Campus Funding Summary

| TITLE I (211) | | | | | | | |
|---------------|-----------------------|----------|-------------|---------------------|---|---|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 3 | Subs | Subs for professional development | 211-11-6112-0PD-209-30-510-000000-25F10 | \$300.00 |
| 1 | 3 | 1 | 5 | Contracted Services | Contracted instructional services | 211-11-6299-04E-209-30-510-000000-25F10 | \$8,701.00 |
| 1 | 3 | 2 | 1 | Teacher Assistant | Title I Teacher Assistant | 211-11-6129-04E-209-30-510-000000-25F10 | \$26,983.00 |
| 1 | 3 | 2 | 2 | Contracted Services | Contracted instructional services | 211-11-6299-04E-209-30-510-000000-25F10 | \$6,500.00 |
| 1 | 3 | 2 | 3 | Teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 1 | 3 | 2 | 3 | Support Staff | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$5,000.00 |
| 1 | 4 | 1 | 3 | Subs | Subs for professional development | 211-11-6112-0PD-209-30-510-000000-25F10 | \$600.00 |
| 1 | 4 | 2 | 2 | Contracted Services | Contracted instructional services | 211-11-6299-04E-209-30-510-000000-25F10 | \$6,500.00 |
| 1 | 4 | 2 | 3 | Teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 1 | 4 | 2 | 3 | Support Staff | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$500.00 |
| 2 | 3 | 1 | 3 | Subs | Subs for professional development | 211-11-6112-0PD-209-30-510-000000-25F10 | \$300.00 |
| 2 | 3 | 2 | 3 | Teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 2 | 3 | 2 | 3 | Support Staff | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$250.00 |

TITLE I (211)

| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|------------------------------------|-----------------------|----------|-------------|------------------------|---|---|-------------|
| 2 | 3 | 2 | 4 | Manipulatives | Supplies and materials for instructional use | 211-11-6399-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 2 | 4 | 1 | 3 | Subs | Subs for professional development | 211-11-6112-0PD-209-30-510-000000-25F10 | \$300.00 |
| 2 | 4 | 2 | 3 | Teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 2 | 4 | 2 | 3 | Support Staff | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$250.00 |
| 3 | 1 | 1 | 4 | Teacher Assistant | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$500.00 |
| 3 | 1 | 1 | 4 | Teacher | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 3 | 1 | 1 | 5 | Supplemental Materials | Supplies and materials for instructional use | 211-11-6399-04E-209-30-510-000000-25F10 | \$1,000.00 |
| 3 | 2 | 1 | 4 | Teacher Assistant | Extra duty pay for tutoring after hours (Support Staff) | 211-11-6121-04E-209-30-510-000000-25F10 | \$500.00 |
| 3 | 2 | 1 | 4 | Teacher | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-209-30-510-000000-25F10 | \$1,000.00 |
| Sub-Total | | | | | | | \$65,184.00 |
| Budgeted Fund Source Amount | | | | | | | \$65,184.00 |
| +/- Difference | | | | | | | \$0.00 |

FAMILY ENGAGEMENT (211)

| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|------|-----------------------|----------|-------------|------------------|---|---|---------|
| 4 | 1 | 1 | 3 | Overtime for FES | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-209-30-510-000000-25F10 | \$50.00 |

| FAMILY ENGAGEMENT (211) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|---|---|------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 3 | 1 | 2 | Time provided for planning after-hours | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-209-30-510-000000-25F10 | \$630.00 |
| 4 | 3 | 1 | 3 | Incentive and Food for activities | Snacks for parents to promote participation | 211-61-6499-04L-209-30-510-000000-25F10 | \$500.00 |
| 4 | 3 | 1 | 3 | Supplies and materials | Supplies and materials for parental involvement | 211-61-6399-04L-209-30-510-000000-25F10 | \$500.00 |
| Sub-Total | | | | | | | \$1,680.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,680.00 |
| +/- Difference | | | | | | | \$0.00 |
| BASIC (199 PIC 11) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 2 | 4 | General Supplies | INSTRUCTION GENERAL SUPPLIES | 199-11-6399-XXX-209-11-313-000000- | \$2,500.00 |
| 2 | 3 | 1 | 5 | Afterhours professional development | INSTRUCTION EXTRA DUTY - PROFESSIONAL | 199-11-6116-XXX-209-11-313-000000- | \$1,150.00 |
| 2 | 3 | 2 | 5 | General Supplies | INSTRUCTION GENERAL SUPPLIES | 199-11-6399-XXX-209-11-313-000000- | \$2,500.00 |
| 3 | 1 | 1 | 4 | Teacher | INSTRUCTION EXTRA DUTY - PROFESSIONAL | 199-11-6116-XXX-209-11-313-000000- | \$575.00 |
| 3 | 2 | 1 | 4 | Teacher | INSTRUCTION EXTRA DUTY - PROFESSIONAL | 199-11-6116-XXX-209-11-313-000000- | \$575.00 |
| 4 | 3 | 1 | 4 | Overtime | INSTRUCTION EXTRA DUTY/OT - SUPPORT | 199-11-6121-XXX-209-11-313-000000- | \$500.00 |
| Sub-Total | | | | | | | \$7,800.00 |
| Budgeted Fund Source Amount | | | | | | | \$7,800.00 |
| +/- Difference | | | | | | | \$0.00 |
| GT (199 PIC 21) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 3 | 1 | 1 | 5 | Supplemental Resources | GENERAL SUPPLIES | | \$84.00 |
| 3 | 2 | 1 | 5 | Supplemental Resources | GENERAL SUPPLIES | | \$84.00 |

| GT (199 PIC 21) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|---------------------------|---|------------------------------------|------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| Sub-Total | | | | | | | \$168.00 |
| Budgeted Fund Source Amount | | | | | | | \$168.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 4 | Supplemental Material | GENERAL SUPPLIES | | \$250.00 |
| 1 | 4 | 1 | 4 | Supplemental Material | GENERAL SUPPLIES | | \$250.00 |
| 2 | 3 | 1 | 4 | Supplemental Material | GENERAL SUPPLIES | | \$250.00 |
| 2 | 4 | 1 | 4 | Supplemental Material | GENERAL SUPPLIES | | \$250.00 |
| 3 | 1 | 1 | 4 | Special Education Teacher | EXTRA DUTY - PROFESSIONAL | | \$218.00 |
| 3 | 2 | 1 | 4 | Special Education Teacher | EXTRA DUTY - PROFESSIONAL | | \$219.00 |
| Sub-Total | | | | | | | \$1,437.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,437.00 |
| +/- Difference | | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 3 | 1 | 1 | 4 | Teacher | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-209-24-313-000000- | \$1,500.00 |
| 3 | 2 | 1 | 4 | Teacher | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-209-24-313-000000- | \$1,500.00 |
| 4 | 2 | 1 | 1 | Supplemental Material | Supplies and materials for instructional use | 199-11-6399-001-209-24-313-000000- | \$120.00 |
| Sub-Total | | | | | | | \$3,120.00 |
| Budgeted Fund Source Amount | | | | | | | \$3,120.00 |
| +/- Difference | | | | | | | \$0.00 |

| BEA (199 PIC 25) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|---|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 3 | 1 | 1 | 4 | ESL Teacher | Extra duty pay - tutoring after hours (teacher) | 199-11-6116-001-209-25-313-000000 | \$274.00 |
| 3 | 2 | 1 | 4 | ESL Teacher | Extra duty pay - tutoring after hours (teacher) | 199-11-6116-001-209-25-313-000000 | \$274.00 |
| Sub-Total | | | | | | | \$548.00 |
| Budgeted Fund Source Amount | | | | | | | \$548.00 |
| +/- Difference | | | | | | | \$0.00 |
| UNDISTRIBUTED (199 PIC 99) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 2 | 4 | Purchase Library books to reinforce fluency and literacy skills. | INSTRCTNL RES/MED SVCS OTHER READING MATERIALS | 199-12-6329-XXX-209-99-313-000000- | \$1,800.00 |
| 2 | 3 | 1 | 6 | Technology | SCHOOL LEADERSHIP TECHNOLOGY < \$5000 | 199-23-6396-XXX-209-99-313-000000- | \$1,000.00 |
| 3 | 1 | 1 | 1 | Furniture and Equipment | SCHOOL LEADERSHIP FURN/EQUIP > \$5000 | 199-23-6639-XXX-209-99-313-000000- | \$2,000.00 |
| 4 | 3 | 1 | 5 | Overtime | SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT | 199-23-6121-XXX-209-99-313-000000- | \$3,600.00 |
| 4 | 3 | 1 | 6 | Safety and Security | SECURITY AND MONITORING EXTRA DUTY/OT - SUPPORT | 199-52-6121-XXX-209-99-313-000000- | \$600.00 |
| Sub-Total | | | | | | | \$9,000.00 |
| Budgeted Fund Source Amount | | | | | | | \$9,000.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$88,937.00 |
| Grand Total Spent | | | | | | | \$88,937.00 |
| +/- 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 |