

**Fort Worth Independent School District**  
**154 M.L. Phillips Elementary School**  
**2024-2025 Campus Improvement Plan**





# Mission Statement

ML Phillips Elementary mission is to provide a nurturing environment committed to achieving excellence for ALL students.

## Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

## Core Beliefs

### MLP Core Values:

*Belonging*

*Encouragement*

*Teamwork*

*Respect*

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# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Mary Louise Phillips Elementary School was built in 1948 and was named for Mrs. Mary Louise Phillips. Mrs. Phillips served on the FWISD Board of Education from 1935-1941 and was the first lady officer on the board. She was also the only female to serve on the board during the 1930's. The building has undergone additions and renovations throughout its history. The building you see today can house up to 500 students in over 30 classrooms. It is a large U-shape, with a courtyard at the center, allowing for ease of student travel and accessibility. It has a dedicated Art Studio, Auditorium, Science Lab, Music Studio, Gymnasium, and Library. M.L. Phillips is located on the west side of Fort Worth in the Ridglea North Neighborhood. Our school mascot is the Roadrunner. We serve students from Pre-Kindergarten to 5th grade. We also have an Early Childhood Special Education (ECSE) classroom, which serves special education students as young as 3 years old. We also have Dual Language Two-Way which teaches students in both English and Spanish so they may become biliterate and bilingual. Here at M.L. Phillips, we offer several opportunities for growth and enrichment such as choir, running club, cheerleading, and garden club. Our current enrollment is 406 total students. Our enrollment has shown a decline since 2018.

The enrollment has been: 2018-2019- 505 students

2019-2020- 483 students

2020-2021- 458 students

2021-2022- 446 students

2022-2023- 406 students

2023-2024- 411 students

We attribute this decline to a large influx of charter schools moving into the Fort Worth area and aggressively recruiting students.

Our demographic breakdown is 53% Hispanic, 38% Black or African American, and 9% Other. We have 49% female and 51% male students. We are currently at 94% economically disadvantaged. We have 90 total students receiving special education services. We have a family engagement specialist to engage families and encourage family involvement within the campus. Our stakeholders include, parents, community members, school board members, teachers, administrators, and students. M.L. Phillips involves stakeholders in the decision-making process through campus committees and meetings. M.L. Phillips employs a talented staff with 100% being highly qualified per-TEA guidelines. The level of teaching experience ranges from 0 to over 30 years.

### Demographics Strengths

M.L. Phillips has many strengths. Some of the most notable strengths include:

M.L. Phillips has various programs at our school which meets the needs of our students. We provide services in Dual Language Two-way, ESL, gifted and talented, special education,

dyslexia, and fine arts. Our campus is supported by 4 specialized Special education teachers, 1 dyslexia teacher, an LSSP, a diagnostician, and a speech therapist. We also have strong partnerships with various organizations such as:

Happy State Bank is part of the Site-Based Decision Making Team and supports our student and staff throughout the year by donating food and time.

Blue Zone Project supports by donating water during different school events.

Ridglea Hills Neighborhood Association North which we have partnered with during National Night Out and beautification projects around the school.

Marco's Pizza has hosted spirit nights and donated pizza for different school events.

Harvest Church has volunteered time to mentor 4th grade students.

Academy 4 has organized our 4th grade mentor programs and helped recruit a mentor for each of our 4th grade students.

Catholic Charities has been involved in service days and beautification projects around the school.

Fidelity sponsored a grant to help create an outdoor learning environment in our courtyard.

CarMax has helped volunteer and sponsored a new Kaboom Playground build.

The Fort Worth Afterschool Program - students participate in various activities such as homework support, garden club, running club, cheer club, coding club, art club, and more.

Leaders 5 in which mentors help 5th grade students mentor 1st grade students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. **Root Cause:** The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.

# Student Learning

## Student Learning Summary

Student scores have shown limited growth and demonstrate that students have not recovered from the impact of learning loss associated with Covid-19, let alone surpass pre-pandemic levels.

In 2023-2024 M.L. Phillips rating were not shared by TEA.

Here is an unofficial district summary of the 2023-2024 TEA Accountability data:

Domain 1 (Student Achievement)- 46%

Domain 2A (STAAR Growth)- 55%

Domain 2B (STAAR Relative Performance)- 47%

Domain 3 (Closing the Gaps)- 30%

Overall Score- 50%

Here is a summary of the 2023-2024 Map Growth Data MOY:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Math
K- 31%	30%
1- 32%	38%
2- 40%	35%
3- 37%	60%
4- 27%	41%
5- 44%	64%

2023-2024 Map Growth Data EOY:

## Grade Level- Percent Met or Exceeded Projected Growth

Reading    Math

K- 23%    42%

1- 21%    71%

2- 52%    59%

3- 33%    61%

4- 17%    34%

5- 42%    58%

M.L. Phillips has begun to systematically address student outcomes by purposefully setting up PLC's for maximization of planning, collaboration, and internalization of lessons by teachers. Teachers receive 45 minutes of planning time daily with an additional 90 minutes for CTM once a week for each grade level team.

### **Student Learning Strengths**

M.L. Phillips has students who strive for excellence.

Some strengths based on STAAR 2024 are as follows:

67% of 5th grade students at approaches or greater in Math

57% of 4th grade students at approaches or greater in Reading

Some strengths based on MAP Growth are as follows:

## Grade Level- Percent Met or Exceeded Projected Growth

Math

1- 71%



2- 59%

3- 61%

5- 58%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level. **Root Cause:** The school does not have a school-wide, clearly defined intervention times.

**Problem Statement 2:** First Grade English Learners increased the MAP Grade Level norms fall to fall from 30% in 2023 to 42% in 2024, However they are still underperforming by 8%. **Root Cause:** There has not been enough in depth training for ELPS being addressed with lesson internalization and objectives.

# School Processes & Programs

## School Processes & Programs Summary

M.L. Phillips employs teachers who are bilingual/ESL certified and who meet all the State certification requirements in their academic teaching area. Our Pre-K program is full day. We are on year 2 of implementing a new Pre-K curriculum called Creative Curriculum. Curriculum instruction failed to meet the needs of our students and failed to make up for the learning loss caused by the pandemic. Therefore, we are on year 2 of new Reading (Amplify) and Math (Eureka) curriculums. Implementation of a new PLC schedule maximizes teach internalization, collaboration and planning of the new curriculums. In semester 1, we began work on Data driven instruction data meetings. In addition, the second semester brought about data talks and planning of a 10 STAAR review.

Leadership teams are involved in the process of recruiting, hiring, assigning, and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, students, data analyst, and counselor. Applicants are interviewed and present a model lesson. The committee then selects candidates to recommend for hire.

In order to provide comprehensive and effective support for students, our school has implemented a multi-tiered level of student support (MTSS) process. This process begins with a teacher referral, which initiates a collaborative effort amongst the school administration, counselor, data analyst, family engagement specialist, parents, and teachers. All stakeholders work together to establish strategies to address student needs within the classroom setting. This collaborative effort allows for a tailored approach for student support to assure all students have access to the resources and assistance they need to succeed academically and behaviorally. This process began last year, after a year and a half without a counselor, to address students who are not making adequate progress by targeting them through MTSS. Documentation implementation has begun in Branching Minds, our multi-tiered student support management system. The counselor has become the lead for managing our MTSS process.

Administrators have implemented a walkthrough schedule to provide actionable feedback loops and coaching sessions with teachers in order to improve student achievement.

## School Processes & Programs Strengths

Leadership teams are involved in the process of recruiting, hiring, and assigning and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, students, data analyst, and counselor. Applicants are interviewed and present a model lesson. The committee then selects candidates to recommend for hire.

Implementation of a new PLC schedule maximizes internalization, collaboration and planning of new curriculums. In semester 1, PLC schedule and long term planning was implemented to increase collaboration of best practices for the new curriculums. In addition, the second semester brought about deeper data dives to monitor student outcomes. Each grade level has a dedicated day to conduct PLC's to collaborate, plan, and internalize future lessons. Teachers are given time to plan for the upcoming weeks and discuss best practices.

Processes and systems have increased efficiency, communication, collaboration such as PLC's, Weekly Update Smore Update, and culture routines and processes.

At M.L. Phillips, we provide free breakfast in the classroom and free lunch to all Pre-K to 5th grade students to support classroom performance, attendance, and SEL needs

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** In the school year 22-23, 44% of MLP language learners grades 1-5 improved in their TELPAS assesment, However 43% remain in the same composite and 13% regressed. **Root Cause:** There has not been specific training in ELPs for our teachers to incorporate daily into their lessons.

# Perceptions

## Perceptions Summary

We continue to work on refining our expectations which reflect in our values and vision. Our vision reads as follows: At MLP, we commit to inspire and educate all students to represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP moments count, learners grow, and people matter. MLP's core values are belonging, encouragement, teamwork, and respect.

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple modes of communication are used including Blackboard, school website, Facebook, Instagram, Twitter, flyers, emails, phone calls, and conferences.

M.L. Phillips has a PTA and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the site-based decision-making committee which meets a minimum of six times a year.

In addition, we have a family engagement specialist who facilitates opportunities to engage with local businesses and community partners. The family engagement specialist supports families by making personal phone calls, making home visits, providing supports with technology and resources such as snack packs.

We also have committees such as Student Support Team (SST) and Instructional Leadership Team (ILT) who meet a minimum of once a month to review different data sources such as attendance, academics, discipline, schedules, and equitable access to resources.

Our attendance as of April is XX%. The percentage at MOY for chronically absent students is 18%.

## Perceptions Strengths

The campus demonstrates a high level of morale and contentment. MLP implemented a house system modeled after the Ron Clark Academy. This has created a sense of belonging and motivation for students, faculty, and staff. Students are welcomed every morning with music, joy, and encouragement.

We have family engagement specialist who has highly engaged our parents, volunteers, and community partners this year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Attendance - The MLP Chronic Absenteeism rate has improved from 33% (22-23) to 18% (23-24); however, our 3rd grade EB student group has increased from 13% to 29% chronically absent. **Root Cause:** Our school did not host a new parent orientation for new students.

# Priority Problem Statements

**Problem Statement 1:** 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level.

**Root Cause 1:** The school does not have a school-wide, clearly defined intervention times.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT.

**Root Cause 2:** The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Attendance - The MLP Chronic Absenteeism rate has improved from 33% (22-23) to 18% (23-24); however, our 3rd grade EB student group has increased from 13% to 29% chronically absent.

**Root Cause 3:** Our school did not host a new parent orientation for new students.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In the school year 22-23, 44% of MLP language learners grades 1-5 improved in their TELPAS assessment, However 43% remain in the same composite and 13% regressed.

**Root Cause 4:** There has not been specific training in ELPs for our teachers to incorporate daily into their lessons.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Communications data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: April 8, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85% to 93% by May 2025.

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

Increase the percentage of Hispanic students from 80% to 85% by May 2025.

**Evaluation Data Sources:** Circle CLI  
FWISD EOY CIP Companion Guide

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

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

**Staff Responsible for Monitoring:** Instructional Leadership Team

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Improve low-performing schools

#### - ESF Levers:

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity by conducting at least 2 walkthroughs and 1 coaching conversation per semester.</p> <p><b>Intended Audience:</b> Teachers, CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and AP Early Learning Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Department</p> <p><b>Delivery Method:</b> N/A</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. <b>Root Cause:</b> The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.</p>



**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 57.9% to 63% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36.2% to 42% by May 2025.

Increase the percentage of Special Education students from 45.2% to 51% by May 2025.

**Evaluation Data Sources:** NWEA MAP Fluency  
FWISD End of Year CIP Companion Guide

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per 6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Lexia reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. <b>Root Cause:</b> The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.</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 33.5% to 50% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 47.5% to 55% by May 2025.

Increase the percentage of African American students from 24.6% to 35% by May 2025.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per 6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Lexia reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p> <p><b>Funding Sources:</b> Paper - TITLE I (211) - 211-11-6399-04E-154-30-510-000000-25F10 - \$1,100, Tutoring Supplies - TITLE I (211) - 211-11-6399-04E-154-30-510-000000-25F10 - \$500, Library - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-154-99-313-000000- - \$5,000, Copier Rental - BASIC (199 PIC 11) - 199-11-6264-XXX-154-11-313-000000- - \$4,000, General Technology for School Instructions - BASIC (199 PIC 11) - 199-11-6396-XXX-154-11-313-000000- - \$2,000, General Supplies - TITLE I (211) - 211-11-6399-04E-154-30-510-000000-25F10 - \$17,533.80</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Title 1 Teacher Assistant will aid school in supporting quality tier 1 instruction by supporting PLCs, testing, MTSS/ARDs coverage, administration, and planning periods.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Title 1 TA</p> <p><b>Date(s) / Timeframe:</b> Aug 2024- May 2025</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Title 1 TA - TITLE I (211) - 211-11-6129-04E-154-30-510-000000-25F10 - \$22,767</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Strategy 2:** Improve student growth and achievement by implementing after school tutoring groups for students who are underperforming and considered identified as at risk.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish

**Staff Responsible for Monitoring:** Leadership Team

Grade Level Leads  
Instructional Coach

**Title I:**


2.6


**- TEA Priorities:**


Build a foundation of reading and math


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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Identify students for tutoring by Oct. 20 2. Recruit teachers for tutoring by Oct. 3 3. Create a tutoring schedule for first semester by Oct. 20 4. Create tutoring groups and inform parents by Oct. 20. Begin tutoring schedule by week of Oct 31.</p> <p><b>Intended Audience:</b> Administration Teachers Students Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Oct 2024- April 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Tutoring - TITLE I (211) - 211-11-6116-04E-154-30-510-000000-25F10 - \$9,000, Subs for Planning - BASIC (199 PIC 11) - 199-11-6112-XXX-154-11-313-000000- - \$500, OT coverage - BASIC (199 PIC 11) - 199-11-6121-XXX-154-11-313-000000- - \$20</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. <b>Root Cause:</b> The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.</p>

### Student Learning

**Problem Statement 1:** 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level. **Root Cause:** The school does not have a school-wide, clearly defined intervention times.

### School Processes & Programs

**Problem Statement 1:** In the school year 22-23, 44% of MLP language learners grades 1-5 improved in their TELPAS assesement, However 43% remain in the same composite and 13% regressed. **Root Cause:** There has not been specific training in ELPs for our teachers to incorporate daily into their lessons.

**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 87.2% to 95% by May 2025.  
 Increase the percentage of Hispanic African American students from 80% to 90% by May 2025.

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

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

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity by conducting at least 2 walkthroughs and 1 coaching conversation per semester.</p> <p><b>Intended Audience:</b> Teachers, CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and AP Early Learning Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Department</p> <p><b>Delivery Method:</b> N/A</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. **Root Cause:** The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.



**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 40% by +15% by May 2023.

Increase the percentage of Kinder students who meet Math RIT grade norm from 41% to 50%.

**Evaluation Data Sources:** No Data- TX-KEA data cancelled for 2023 EOY  
MAP Growth Math- Percent Met RIT Score Norm Report

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per-6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. DreamBox reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. **Root Cause:** The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.

**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 English from 50.9% to 65% by May 2025.

Increase the percentage of Special Education students from 44.2% to 50% by May 2025.

**Evaluation Data Sources:** MAP Growth EOY Assessment

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


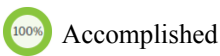
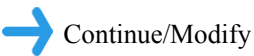

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per 6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Lexia reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p> <p><b>Funding Sources:</b> General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-154-99-313-000000- - \$1,170, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-154-11-313-000000- - \$4,200, Long Term Planning - BASIC (199 PIC 11) - 199-11-6116-XXX-154-11-313-000000- - \$1,150</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Strategy 2:** Improve student growth and achievement by implementing after school tutoring groups for students who are underperforming and considered identified as at risk.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish


**Staff Responsible for Monitoring:** Leadership Team  
Grade Level Leads  
Instructional Coach

**Title I:**  
2.6


**- TEA Priorities:**  
Build a foundation of reading and math

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


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Identify students for tutoring by Oct. 20            2. Recruit teachers for tutoring by Oct. 3            3. Create a tutoring schedule for first semester by Oct. 20            4. Create tutoring groups and inform parents by Oct. 20. Begin tutoring schedule by week of Oct 31.</p> <p><b>Intended Audience:</b> Administration            Teachers            Students            Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Oct 2024- April 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Tutoring - TITLE I (211) - 211-11-6116-04E-154-30-510-000000-25F10 - \$9,000</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. <b>Root Cause:</b> The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level. <b>Root Cause:</b> The school does not have a school-wide, clearly defined intervention times.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> In the school year 22-23, 44% of MLP language learners grades 1-5 improved in their TELPAS assesment, However 43% remain in the same composite and 13% regressed. <b>Root Cause:</b> There has not been specific training in ELPs for our teachers to incorporate daily into their lessons.</p>

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 19.7% to 40% by May 2025. Increase the percentage of White students from 7.1% to 20% by May 2025.

**Evaluation Data Sources:** 2025 STAAR Reading Assessment

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per 6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Lexia reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p> <p><b>Funding Sources:</b> Substitutes- Planning - TITLE I (211) - 211-11-6112-0PD-154-30-510-000000-25F10 - \$2,200, - GT (199 PIC 21) - \$437, - SPED (199 PIC 23) - \$5,944, - SCE (199 PIC 24) - 199-11-6399-001-154-24-313-000000 - \$4,200, Footsteps to Brilliance - BEA (199 PIC 25) - 199-11-6396-001-154-25-313-000000 - \$500, - BEA (199 PIC 25) - 199-11-6399-001-154-25-313-000000 - \$243, Poster Maker Maintenance - BASIC (199 PIC 11) - 199-11-6249-XXX-154-11-313-000000 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading and Math

**Staff Responsible for Monitoring:** Instructional Leadership Team  
Classroom Teachers

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Campus Leadership team and teachers will collaborate during Data Meetings to analyze student TEK mastery by using Zingers and All in Learning to support:</p> <ol style="list-style-type: none"> <li>Quick Check creations</li> <li>Tutoring TEK focus</li> <li>Data Tracking</li> <li>STAAR Review</li> </ol> <p><b>Intended Audience:</b> Teachers Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Leadership TEam</p> <p><b>Date(s) / Timeframe:</b> November 2024</p> <p><b>Funding Sources:</b> Sirius Online and Zingers - TITLE I (211) - 211-11-6399-04E-154-30-510-000000-25F10 - \$3,500 , Laptop and Extenders - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-154-99-313-000000- - \$3,500, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-154-99-313-000000- - \$500, All in Learning - TITLE I (211) - 211-11-6396-04E-154-30-510-000000-25F10 - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. <b>Root Cause:</b> The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.</p>
Student Learning
<p><b>Problem Statement 1:</b> 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level. <b>Root Cause:</b> The school does not have a school-wide, clearly defined intervention times.</p>



**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 16.6% to 39% by May 2025. Increase the percentage of Special Education students from 15.7% to 25% by May 2025.

**Evaluation Data Sources:** 2025 STAAR Math Assessment

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards by including rigor and aligning to TEKS, objectives, classroom activities, and formative assessments.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math


**- ESF Levers:**


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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI Meeting per 6 weeks in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Lexia reports and quick checks will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.</p> <p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department Bilingual Department</p> <p><b>Delivery Method:</b> In Person Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Not all demographics of students are performing similarly in MAP MOY Reading in English. 57% of White students met MOY Reading RIT score with the next closest student group being Hispanic with 25% meeting the Reading RIT. **Root Cause:** The school has not created consistent expectations/outcomes for students for all teachers to follow during intervention time.

**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 21.5% to 15% by May 2025.

Decrease the number and percentage of African American students from 35.4% to 20% by May 2025.

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

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences.

**Staff Responsible for Monitoring:** Campus Leadership Team

SST Team

FES

Office Team

Classroom Teachers

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Campus Attendance Committee will meet every 6 weeks to engage in the development of an attendance incentive program as well as the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard. <b>Intended Audience:</b> Campus Attendance Committee <b>Provider / Presenter / Person Responsible:</b> FES AP Data Clerk Counselor <b>Date(s) / Timeframe:</b> Aug 2024- May 2025 <b>Collaborating Departments:</b> SST <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.

**Strategy's Expected Result/Impact:** All MLP teachers & staff will participate in professional development focused on the work of Ron Clark Academy.

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**

2.5

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The campus will send 4 teachers to the Ron Clark Academy to bring back for Campus PD. <b>Intended Audience:</b> Teacher & Staff <b>Delivery Method:</b> Travel In person  <b>Funding Sources:</b> Travel for Teachers - TITLE I (211) - 211-13-6411-04E-154-30-510-000000-25F10 - \$12,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 3:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs by 10 people at each even by May 2025.





**Strategy's Expected Result/Impact:** Increase collaboration with parents as partners by increasing the number of engagement activities during and outside of regular school hours.

**Staff Responsible for Monitoring:** FES and Principal

**Title I:**

4.1

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Family STEAM night will be promoted by multiple methods and held in April to increase family engagement in school community activities.</p> <p><b>Intended Audience:</b> School Community</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team and Teachers</p> <p><b>Date(s) / Timeframe:</b> April 1, 2025</p> <p><b>Delivery Method:</b> After School Event</p> <p><b>Funding Sources:</b> Steam Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-154-30-510-000000-25F10 - \$800, Snacks - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-154-30-510-000000-25F10 - \$500, RIF Books for Parents to read with students - FAMILY ENGAGEMENT (211) - 211-61-6329-04L-154-30-510-000000-25F10 - \$754</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop a communication and promotion plan including Smore, Marquee, Flyers, Newsletters, Blackboard, etc. of targeted activities and events for the school year. Monitor plan for continuous improvement every 6 weeks.</p> <p><b>Intended Audience:</b> Students, family, and community.</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team and Teachers</p> <p><b>Date(s) / Timeframe:</b> September 2024</p> <p><b>Delivery Method:</b> In person, Digital, Social Media, Smore Newsletter</p> <p><b>Funding Sources:</b> Smore Newsletter - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-154-30-510-000000-25F10 - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Attendance - The MLP Chronic Absenteeism rate has improved from 33% (22-23) to 18% (23-24); however, our 3rd grade EB student group has increased from 13% to 29% chronically absent. <b>Root Cause:</b> Our school did not host a new parent orientation for new students.</p>

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

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

**Performance Objective 2:** Decrease the number of out of school suspensions for African American students from 6.5% to 3% by May 2025.

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

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals by school personnel

**Staff Responsible for Monitoring:** Campus Leadership Team

SST Team

FES

Classroom Teachers

**Title I:**

4.1, 4.2

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 31, identify Student Support Team (SST) members, establish SST committee, and outline routine meeting schedule dates/times. By October 2023, analyze relevant data with SST to identify students with high numbers of disciplinary actions/suspensions, perform root cause analyses, assign caseloads to relevant staff, and provide follow-up support.</p> <p><b>Intended Audience:</b> SST  <b>Provider / Presenter / Person Responsible:</b> SST  <b>Date(s) / Timeframe:</b> August 2023-May 2024 (Twice a month)  <b>Collaborating Departments:</b> Multiple  <b>Delivery Method:</b> In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Foster collaborative partnerships (ILT, PLCs, SST, SBDM, GT, MTSS, Student Council, Parents, Community) with all stakeholders to communicate data informed needs and formulate solutions for improved student outcomes.</p> <p><b>Intended Audience:</b> School Community  <b>Provider / Presenter / Person Responsible:</b> Counselor  <b>Date(s) / Timeframe:</b> Aug 2024-May 2025  <b>Delivery Method:</b> Multiple</p> <p><b>Funding Sources:</b> LSSSCS Conference - UNDISTRIBUTED (199 PIC 99) - 199-31-6411-XXX-154-99-313-000000- - \$200, Red Ribbon Week - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-154-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 45% of 257 met projected growth at MLP on 23-24 MAP grade level norms in math, but only 29% of 271 meet grade level. <b>Root Cause:</b> The school does not have a school-wide, clearly defined intervention times.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> In the school year 22-23, 44% of MLP language learners grades 1-5 improved in their TELPAS assesement, However 43% remain in the same composite and 13% regressed. <b>Root Cause:</b> There has not been specific training in ELPs for our teachers to incorporate daily into their lessons.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Tutoring Supplies	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-25F10	\$500.00
1	3	1	1	Paper	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-25F10	\$1,100.00
1	3	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-25F10	\$17,533.80
1	3	1	2	Title 1 TA	Title I Bilingual Teacher Assitant	211-11-6129-04E-154-30-510-000000-25F10	\$22,767.00
1	3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-154-30-510-000000-25F10	\$9,000.00
2	3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-154-30-510-000000-25F10	\$9,000.00
3	1	1	1	Substitutes- Planning	Subs for professional development	211-11-6112-0PD-154-30-510-000000-25F10	\$2,200.00
3	1	2	1	All in Learning	Technology for instructional use	211-11-6396-04E-154-30-510-000000-25F10	\$3,500.00
3	1	2	1	Sirius Online and Zingers	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-25F10	\$3,500.00
4	1	2	1	Travel for Teachers	Travel for Teachers (PD)	211-13-6411-04E-154-30-510-000000-25F10	\$12,000.00
<b>Sub-Total</b>							<b>\$81,100.80</b>
<b>Budgeted Fund Source Amount</b>							<b>\$81,100.80</b>
<b>+/- Difference</b>							<b>\$0.00</b>
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	3	1	Steam Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-154-30-510-000000-25F10	\$800.00



FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	3	1	Snacks	Snacks for parents to promote participation	211-61-6499-04L-154-30-510-000000-25F10	\$500.00
4	1	3	1	RIF Books for Parents to read with students	Take home books for parental engagement	211-61-6329-04L-154-30-510-000000-25F10	\$754.00
4	1	3	2	Smore Newsletter	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-154-30-510-000000-25F10	\$250.00
<b>Sub-Total</b>							\$2,304.00
<b>Budgeted Fund Source Amount</b>							\$2,304.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Copier Rental	INSTRUCTION   RENTALS-FURN/ COMPUT/EQUIP	199-11-6264-XXX-154-11-313-000000-	\$4,000.00
1	3	1	1	General Technology for School Instructions	INSTRUCTION   TECHNOLOGY < \$5000	199-11-6396-XXX-154-11-313-000000-	\$2,000.00
1	3	2	1	Subs for Planning	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-154-11-313-000000-	\$500.00
1	3	2	1	OT coverage	INSTRUCTION   EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-154-11-313-000000-	\$20.00
2	3	1	1	Long Term Planning	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-154-11-313-000000-	\$1,150.00
2	3	1	1	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-154-11-313-000000-	\$4,200.00
3	1	1	1	Poster Maker Maintenance	INSTRUCTION   MNT/RPR FURN/COMPUT/EQUIP	199-11-6249-XXX-154-11-313-000000-	\$300.00
<b>Sub-Total</b>							\$12,170.00
<b>Budgeted Fund Source Amount</b>							\$12,170.00
<b>+/- Difference</b>							\$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$437.00
<b>Sub-Total</b>							\$437.00
<b>Budgeted Fund Source Amount</b>							\$437.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$5,944.00
<b>Sub-Total</b>							\$5,944.00
<b>Budgeted Fund Source Amount</b>							\$5,944.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Supplies and materials for instructional use	199-11-6399-001-154-24-313-000000-	\$4,200.00
<b>Sub-Total</b>							\$4,200.00
<b>Budgeted Fund Source Amount</b>							\$4,200.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Footsteps to Brilliance	Technology - instruction	199-11-6396-001-154-25-313-000000	\$500.00
3	1	1	1		Supplies and materials - instruction	199-11-6399-001-154-25-313-000000	\$243.00
<b>Sub-Total</b>							\$743.00
<b>Budgeted Fund Source Amount</b>							\$743.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	1	Library	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-154-99-313-000000-	\$5,000.00
2	3	1	1	General Supplies	STAFF DEVELOPMENT   GENERAL SUPPLIES	199-13-6399-XXX-154-99-313-000000-	\$1,170.00
3	1	2	1		SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-154-99-313-000000-	\$500.00
3	1	2	1	Laptop and Extenders	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-154-99-313-000000-	\$3,500.00
4	2	1	2	Red Ribbon Week	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-154-99-313-000000-	\$500.00
4	2	1	2	LSSSCS Conference	GUIDANCE & COUNSELING SVC   TRAVEL - EMPLOYEE ONLY	199-31-6411-XXX-154-99-313-000000-	\$200.00
<b>Sub-Total</b>							\$10,870.00
<b>Budgeted Fund Source Amount</b>							\$10,870.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$117,768.80
<b>Grand Total Spent</b>							\$117,768.80
<b>+/- Difference</b>							\$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