

Fort Worth Independent School District
117 Leadership Academy at Como Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: April 8, 2024

Demographics

Demographics Summary

Leadership Academy at Como is a Prekindergarten -5th grade Title1 campus in Fort Worth ISD-

In partnership with Texas Wesleyan University, The Leadership Academy Network operates under the provision of Texas Senate Bill 1882 and is designed to continue improving learning outcomes at the district's six PK-8th Leadership Academies. Our mission is to accelerate student achievement through service and a relentless pursuit of excellence.

Ethnic Distribution:

- Hispanic- 40%
- African American- 50%
- White-3%
- Asian- 3%
- Two or More races: -

The Leadership Academy at Como generates **\$123,000** through Title I to pay for programs and services for our students. Title I funds are blended into the local budget and support the following programs and services:

- Staffing (Data Analyst-full time)
- Staff Development
- Reading Material
- School supplies
- Student Transportation(Field trips)

Title 1 Programs provide support:

Smaller classes, Additional teachers and paraprofessionals;, Additional training for school staff;, Extra time for instruction (Before and/or After School Programs);, A variety of supplemental materials and equipment. and Parental Involvement Activities; and/or snacks for those events

Student Groups:

- Economically Disadvantaged- 92%
- Emergent Bilingual-33%
- Special Education- 8%
- Gifted and Talented- 6%

School Vision of Excellence

Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, safe, and supportive environment in which everyone is equal, regardless of color, sexual orientation, religious beliefs, or socio-economic status, and all achievements are celebrated.

Demographics Strengths

Leadership Academy at Como is a thriving neighborhood school serving all students to the highest potential. Stakeholders are well represented at family engagement events; Literacy Night, Holdiay

Diversity is celebrated and represented across the campus. Celebrations have included Hispanic Heritage Month, Black History Month

Diversity of school faculty and staff is a strength.

Leadership Academy at Como currently has a 94.3% attendance rate compared to the district attendance rate of 91%

Leadership Academy at Como % of teachers received TIA designations for the previous school year.

Campus admin., teachers and instructional coaches monitors student group data and continues to accelerate student achievement.

Maximizing Life (staff professional development through the school)

Finding Me Academy (student male mentoring -3rd-5th)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Leadership Academy at Como's overall population increased from 398 to 420 -learning gaps are present for new students.

Problem Statement 2 (Prioritized): Attendance rate is above the district average . However, students are consistently late to school by at least 30 minutes.

Student Learning

Student Learning Summary

MOY Reading MAP Data-Comparable campus data (George C Clarke, CC Moss and Woodway ES) indicates:

- Kindergarten (-15%) did not meet growth 2022-2023 to 2023-2024.
- 1st grade (-27%) did not meet growth 2022-2023 to 2023-2024.
- 2nd grade (-3%) did not meet growth 2022-2023 to 2023-2024.
- 3rd grade (1%) met growth 2022-2023 to 2023-2024.
- 4th grade (0%) met growth 2022-2023 to 2023-2024.
- 5th grade (-31%) did not meet growth 2022-2023 to 2023-2024.

MOY Math MAP Data -Comparable campus data (George C Clarke, CC Moss and Woodway ES) indicates:

- Kindergarten (-3%) did not meet growth 2022-2023 to 2023-2024.
- 1st grade (-17%) did not meet growth 2022-2023 to 2023-2024.
- 2nd grade (5%) met growth 2022-2023 to 2023-2024.
- 3rd grade (7%) met growth 2022-2023 to 2023-2024.
- 4th grade (-18%) did not meet growth 2022-2023 to 2023-2024.
- 5th grade (5%) met growth 2022-2023 to 2023-2024

EOY STAAR Data

Student Learning Strengths

Student achievement preliminary data indicates for 3-5th grades reading and math demonstrate that students are outperforming District campuses as well as comparison campuses assigned by TEA. EOY MAP data for K-5th grade also demonstrate where students are making great improvements in the upper quadrants of performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. **Root Cause:** Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)

Problem Statement 2 (Prioritized): MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) **Root Cause:** Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

Problem Statement 3: MAP (MOY) data indicates that grades K, 1st, 2nd and 5th decreased % meeting projected growth (ELA) as comparable FWISD campuses

School Processes & Programs

School Processes & Programs Summary

Leadership Academy at Como is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Leadership Academy Network

Literacy and Math both have models that have been designed specifically for students in the Network. Campus systems have been developed and established for high communication and schedules have been developed.

The campus front-loads professional development (a week prior) to school starting in August. The PD focuses on best instructional practices, curriculum and monitoring of student progress.

- Six Weeks Preview
- Instructional Coaching
- Campus Instructional Support
- Administrative Feedback
- Lead Support Teacher w/ Teacher Resident assigned (2nd-5th)
- Everybody Grows- Planning (staff) Enrichment (students)

School Processes & Programs Strengths

The campus has consistent administrative and instructional team to support learning.

Curriculum is designed by (LAN) Instructional coaches for all content areas. This ensures alignment and consistency which ultimately supports the growth in the classroom.

Campus has high-performing teachers(with low turn-over) in the tested content areas who continue demonstrating growth through the coaching model.

The Leadership Academy at Como utilizes the LAN teacher development system to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite regular phone calls by Attendance Committee and teachers, student attendance is at 94.3% (4th six weeks) and could be improved to 95%- **Root Cause:** Chronic absences are affecting learning resulting in low percentage data (various grade levels/content)

Problem Statement 2 (Prioritized): Vertical Planning -

Problem Statement 3: Class Rosters for upcoming school year

Perceptions

Perceptions Summary

Organizational Health

- I know what is expected of me at work (72%) - LAN- 78%
- I have the materials & equipment to do my work well-(84%)- LAN-86%
- My supervisor, or someone at work cares about me as a person (88%) -LAN 91%

January 2023- 65%- October 2023-65%

Professional Learning

- How helpful are your colleagues' ideas for improving your teaching? (84%) -LAN 80%
 - I have the materials and equipment to do my work well- (97%) -LAN- 90%
 - Overall, how supportive has the school been of your growth as a teacher? (53%)- LAN-63%
- January 2023- 48%-October 2023-45%

School Climate

- On most days, how enthusiastic are the students about being at school? (69%) -LAN 51%
- Overall, how positive is the working environment at your school? (53%)- LAN- 57%
- To what extent are teachers trusted to teach in the way the think is best? (31%) -LAN-48%

January 2023- 58%- October 2023-55%



Perceptions Strengths

BOY-LAN Survey in October

- 9/32(28%) positive responses related to BOY LAN PD week
- Most open-ended responses noted strong relationships between teachers and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff identified areas for improvement: **Root Cause:** Topics mentioned are desired to see for this school year. 13/32(41%) responded to this questions)
1)Curriculum previews, 2) Everybody Grows, 3) more activities to boost staff morale.

Problem Statement 2 (Prioritized): Implement effective staff communication for material needs and job-related expectations (survey teachers on the types of communication they prefer **Root Cause:** Create a survey for staff feedback

Priority Problem Statements

Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading.

Root Cause 1: Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math)

Root Cause 2: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite regular phone calls by Attendance Committee and teachers, student attendance is at 94.3% (4th six weeks) and could be improved to 95%-

Root Cause 3: Chronic absences are affecting learning resulting in low percentage data (various grade levels/content)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Vertical Planning -

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Implement effective staff communication for material needs and job-related expectations (survey teachers on the types of communication they prefer

Root Cause 5: Create a survey for staff feedback

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Attendance rate is above the district average . However, students are consistently late to school by at least 30 minutes.

Root Cause 6:

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- 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 65.8% to 70% by May 2025.

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

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 67% to 70% by May 2025.

Evaluation Data Sources: Circle Phonological Awareness Assessment

Strategy 1: PK teachers will engage in weekly planning that is aligned to the curriculum.

Strategy's Expected Result/Impact: % students (On Track) will increase in Circle Phonological Awareness

Staff Responsible for Monitoring: LAN Support , Instructional Leadership team

Title I:

2.4, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: LAN support/Instructional Leadership Team will implement instructional/data based weekly meetings to ensure consistent growth throughout the school year in order to obtain desired growth by May 2025. Intended Audience: PreK teachers and TA's Provider / Presenter / Person Responsible: LAN Support Coach, Administration, LCT Date(s) / Timeframe: Aug 2024-May 2025 Collaborating Departments: LAN Delivery Method: PLC, Staff Meetings Funding Sources: Material for professional Development - BASIC (199 PIC 11) - 199-11-6329-XXX-117-11-313-000000- - \$1,000, Provide supplies and material for targeted instruction delivery and professional development - SPED (199 PIC 23)	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data Analyst will analyze and prepare reports from ocal, state and national assessment data as it relates to individuak student performance and school improvement. Intended Audience: PK-5th grade teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Aug 2024-Ma 2025 Collaborating Departments: ADQ, LAN Data team, Campus Admin. Delivery Method: In-Person Funding Sources: Data Analyst - TITLE I (211) - 211-31-6119-04E-117-30-510-000000-25F10 - \$99,180	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. Root Cause: Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)
Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

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 __% to __% 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 __% to __% 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 __% to __% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Full implementation of the Literacy Model(Phonics, Writing across all content, Neuhaus)

Strategy's Expected Result/Impact: Result/Impact
100% of teachers will implement Literacy Model with fidelity and instructional monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment

Staff Responsible for Monitoring: Intrsuctional Campus Support

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Provide ongoing coaching and support for fidelity and alignment to the currciulum-LST Intended Audience: K-2nd grade Provider / Presenter / Person Responsible: LAN Coach, Literacy Support Coach Date(s) / Timeframe: Aug 2024- May 2025 Collaborating Departments: LAN Delivery Method: In-person Funding Sources: Lead Support Teacher Coaching and Support-PLCs - BASIC (199 PIC 11) - 199-11-6399-XXX-117-11-313-000000- - \$2,000				

Action Step 2 Details	Reviews			
Action Step 2: Everybody Grows(Friday) will provide K-2nd grade teachers with a half day of planning under the guidance of the LCT/Intsructional Coach and Administrators Intended Audience: K-2nd grade Provider / Presenter / Person Responsible: LCT/Intsructional Coach and Administrators Date(s) / Timeframe: Aug 2024-May 2025 Collaborating Departments: LAN Delivery Method: In-person Funding Sources: Substitutes-LST/feedback/coaching - BASIC (199 PIC 11) - 199-11-6112-XXX-117-11-313-000000- - \$2,115, Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-117-11-313-000000- - \$5,050	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Instructional Monitoring systems will be implemented to track studnet growth and progress in Math for students K-3rd grade

Strategy's Expected Result/Impact: Monitoring systems will be established including PLC's that focuses on lesson planning during Everybody Grows) and evidence of lesson alignment during classroom visits- documented walkthroughs

Staff Responsible for Monitoring: Principal, Asst. Principal,, Instructional Coach- Math, Lead Support Teaccher

Title I:

2.4, 2.6

- **TEA Priorities:**

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Admiin/Leadership team will review lesson plans daily/weely to provide feedback and follow-up with teachers regarding their teaching practices and lesson delivery Intended Audience: PK-5th Provider / Presenter / Person Responsible: Admiin., LCT Date(s) / Timeframe: Aug 2024-May 2025 Delivery Method: In-person Funding Sources: Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-117-11-313-000000- - \$2,885, Supplies for Data Discussions w/ Teachers - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-117-99-313-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. Root Cause: Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)
Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

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 43.4% 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 43.4% to 50% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 50% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: By June 2025, 70% of students in K-5th will meet or exceed growth literacy targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

Strategy's Expected Result/Impact: Increase literacy targets -MAP Growth

Staff Responsible for Monitoring: Admin.
Instructional Leadership Team

- Title I:**
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Campus MAP team(LCT and Admin.) will provide professional development to teachers on utlizing the learning continuum Intended Audience: 3rd-5th Provider / Presenter / Person Responsible: Campus MAP team Date(s) / Timeframe: Aug 2024- May 2025 Delivery Method: In-person Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-117-25-313-000000 - \$953	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) **Root Cause:** Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

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 83.7% to 90% 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 83.3% to 90% by May 2025.

High Priority
Evaluation Data Sources: Circle Math

Strategy 1: Classroom teachers will utilize MAP goal projections to goal set prior to BOY, MOY and EOY MAP assessments with students

Strategy's Expected Result/Impact: Increased percentage of PK students on track
Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Teachers will set up data binders with students to track math growth progress and review every six weeks Intended Audience: students Provider / Presenter / Person Responsible: campus leadership team Date(s) / Timeframe: throughout the school year Collaborating Departments: The Leadership Academy Network Funding Sources: Materials - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-117-99-313-000000- - \$5,000		Formative		Summative	
		Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st
School Processes & Programs
Problem Statement 2: Vertical Planning -

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 30% to 75% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 65% by May 2025.

Evaluation Data Sources: TX-KEA

Strategy 1: Campus will establish math schedules to reflect small group instruction that provides opportunities for differentiation

Strategy's Expected Result/Impact: Student growth will occur for all students

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Math curriculum for kinder will be implemented with fidelity Intended Audience: Kinder students Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: Throughout School Year Collaborating Departments: Leadership Academy Network Delivery Method: PLC and Training		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. **Root Cause:** Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)

Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) **Root Cause:** Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

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 44% 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 41.2% to 50% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: By May 2025, 70% of students in K-5th will meet or exceed growth math targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

Strategy's Expected Result/Impact: Instructional Monitoring systems will be established to track growth in Math for students K-5th grade

Staff Responsible for Monitoring: Leadership team LST

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Mathematics Intended Audience: K-3rd Provider / Presenter / Person Responsible: K-3rd Staff, Leadershio team Date(s) / Timeframe: Aug 2024-May 2025 Delivery Method: In-person Funding Sources: Carnegie Math Trainiig - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-117-99-313-000000- - \$4,000		Formative		Summative	
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Instructional Monitoring systems will be implemented to track student growth in Math for students K-5th.

Strategy's Expected Result/Impact: K-5th grade

Staff Responsible for Monitoring: LCT, Admin

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Identify students in need of accelerated learning and intensive intervention, utilize high-quality instructional materials as determined by the district, and monitor progress in Branching Minds Intended Audience: K-5th grade Provider / Presenter / Person Responsible: Admin, Classroom teachers, LCT Date(s) / Timeframe: Aug 2024-May 2025 Delivery Method: In-person Funding Sources: Thinking Lab- Resources/Supplies fpr GT students - GT (199 PIC 21) - \$756, - SPED (199 PIC 23) - \$2,038	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. Root Cause: Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)

Student Learning
Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st
School Processes & Programs
Problem Statement 1: Despite regular phone calls by Attendance Committee and teachers, student attendance is at 94.3% (4th six weeks) and could be improved to 95%- Root Cause: Chronic absences are affecting learning resulting in low percentage data (various grade levels/content)
Problem Statement 2: Vertical Planning -

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 42 % 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 31% to 48% by May 2025.

Evaluation Data Sources: STAAR Reading

Strategy 1: Compare student data against learning standards and benchmarks.

Strategy's Expected Result/Impact: Increased student skill levels and knowledge of state, school or curriculum defined benchmarks and standards

Staff Responsible for Monitoring: Admin, Data Anaylst, Teachers, LCT

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Provide training for staff to develop and mainin historical and student data files to monitor and track student performance Intended Audience: 3rd-5th Provider / Presenter / Person Responsible: Data Analyst, Admin.,LCT Date(s) / Timeframe: Aug 2024- May 2025 Delivery Method: In-person Funding Sources: Staff Training-Reviewing Student Data - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-117-99-313-000000- - \$2,050	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st
School Processes & Programs
Problem Statement 2: Vertical Planning -

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 36% 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 31% to 50% by May 2025.

Evaluation Data Sources: STAAR Math

Strategy 1: Provide GT and other advanced learners with a continuum of instruction through advanced learning opportunities and extensions

Strategy's Expected Result/Impact: Increase students meeting growth measures on math STAAR

Staff Responsible for Monitoring: Classroom teachers
Administrators

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Implement specific professional development opportunities and strategies to address math defeciences Intended Audience: 3rd-5th grade Provider / Presenter / Person Responsible: Admin, LCT Teachers Date(s) / Timeframe: Aug 2024-May 2025 Delivery Method: In-Person Funding Sources: Supplies/Materials - SCE (199 PIC 24) - 199-11-6399-001-117-24-313-000000- - \$2,115, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-117-24-313-000000- - \$3,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Lower grade (K-1st) reading performance not progressing at the pace of upper grade (2nd -4th) reading. Root Cause: Students have large instructional gaps and teacher need focused training. (MTSS processes and Branching Minds)</p> <p>Problem Statement 2: MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st</p>

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 14% to 10% by May 2025.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 10 % by May 2025.

Evaluation Data Sources: Attendance Data

Strategy 1: Provide awareness and incentives to increase student attendance (Every 6 weeks)





Strategy's Expected Result/Impact: Increasing student attendance will increase achievement

Staff Responsible for Monitoring: Attendance Committee, Data Clark,

Title I:
2.5
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2

Action Step 1 Details		Reviews			
Action Step 1: Create a culture in which all teachers and staff purposefully develop relationships with students. Intended Audience: PK-5th Provider / Presenter / Person Responsible: Attendance Committee, Teachers, Admin. Date(s) / Timeframe: Aug 2024-2025 Collaborating Departments: Family Engagement Delivery Method: In-person Funding Sources: Incentives for student activities - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-117-30-510-000000-25F10 - \$1,000, Snacks during Family Night - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-117-30-510-000000-25F10 - \$500, Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-117-30-510-000000-25F10 - \$1,110		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create a PK-5th campus system to educate students and stakeholders on the imprtance of student attendance Intended Audience: PK-5th Provider / Presenter / Person Responsible: Admin., Attendance Committee Classroom Teachers Date(s) / Timeframe: Aug 2024-May 2025 Delivery Method: In-person Funding Sources: Training- Increasing Student Attendance - UNDISTRIBUTED (199 PIC 99) - 199-61-6499-XXX-117-99-313-000000-	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance rate is above the district average . However, students are consistently late to school by at least 30 minutes.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 7 to 0 by May 2025.

Evaluation Data Sources: FOCUS referrals

Strategy 1: Campus Analysis on where suspensions are happening and defining root cause

Strategy's Expected Result/Impact: More specific professional development or monitoring

Staff Responsible for Monitoring: Campus Leadership

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
Action Step 1: Establish committee to consistently review student suspensions and identify trends and patterns to develop next steps Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: On Going		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance rate is above the district average . However, students are consistently late to school by at least 30 minutes.

School Processes & Programs
Problem Statement 1: Despite regular phone calls by Attendance Committee and teachers, student attendance is at 94.3% (4th six weeks) and could be improved to 95%- Root Cause: Chronic absences are affecting learning resulting in low percentage data (various grade levels/content)
Perceptions
Problem Statement 2: Implement effective staff communication for material needs and job-related expectations (survey teachers on the types of communication they prefer Root Cause: Create a survey for staff feedback

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeni Mcneeley	Data Analyst		

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Data Analyst	Title I Intervention Specialist	211-31-6119-04E-117-30-510-000000-25F10	\$99,180.00
Sub-Total							\$99,180.00
Budgeted Fund Source Amount							\$99,180.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-117-30-510-000000-25F10	\$1,110.00
4	1	1	1	Incentives for student activities	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-117-30-510-000000-25F10	\$1,000.00
4	1	1	1	Snacks during Family Night	Snacks for parents to promote participation	211-61-6499-04L-117-30-510-000000-25F10	\$500.00
Sub-Total							\$2,610.00
Budgeted Fund Source Amount							\$2,610.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Material for professional Development	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-117-11-313-000000-	\$1,000.00
1	2	1	1	Lead Support Teacher Coaching and Support-PLCs	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-117-11-313-000000-	\$2,000.00
1	2	1	2	Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-117-11-313-000000-	\$5,050.00
1	2	1	2	Substitutes-LST/feedback/coaching	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-117-11-313-000000-	\$2,115.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-117-11-313-000000-	\$2,885.00
Sub-Total							\$13,050.00
Budgeted Fund Source Amount							\$13,050.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1	Thinking Lab- Resources/Supplies fpr GT students	GENERAL SUPPLIES		\$756.00
Sub-Total							\$756.00
Budgeted Fund Source Amount							\$756.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Provide supplies and material for targeted instruction delivery and professional development	GENERAL SUPPLIES		\$0.00
2	3	2	1		GENERAL SUPPLIES		\$2,038.00
Sub-Total							\$2,038.00
Budgeted Fund Source Amount							\$2,038.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-117-24-313-000000-	\$3,000.00
3	2	1	1	Supplies/Materials	Supplies and materials for instructional use	199-11-6399-001-117-24-313-000000-	\$2,115.00
Sub-Total							\$5,115.00
Budgeted Fund Source Amount							\$5,115.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Reading materials - instruction	199-11-6329-001-117-25-313-000000	\$953.00
Sub-Total							\$953.00
Budgeted Fund Source Amount							\$953.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Supplies for Data Discussions w/ Teachers	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-117-99-313-000000-	\$2,000.00
2	1	1	1	Materials	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-117-99-313-000000-	\$5,000.00
2	3	1	1	Carnegie Math Trainiig	STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-117-99-313-000000-	\$4,000.00
3	1	1	1	Staff Training-Reviewing Student Data	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-117-99-313-000000-	\$2,050.00
4	1	1	2	Training- Increasing Student Attendance	COMMUNITY SERVICES MISC OPERATING COSTS	199-61-6499-XXX-117-99-313-000000-	\$0.00
Sub-Total							\$13,050.00
Budgeted Fund Source Amount							\$13,050.00
+/- Difference							\$0.00
Grand Total Budgeted							\$136,752.00
Grand Total Spent							\$136,752.00
+/- 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