

Fort Worth Independent School District

229 Overton Park Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission for Overton Park Elementary is to provide a comprehensive educational program that meets instructional, emotional, and safety needs of ALL students and prepares them for a pluralistic society.

Vision

The vision of Overton Park Elementary School is to develop students as lifelong learners who will strive to maximize their potential academically and socially in our global society.

Motto

Be Bold

Be Kind

Be You

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
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.	23
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	29
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	37
Campus Funding Summary	43
Policies, Procedures, and Requirements	47

Comprehensive Needs Assessment

Revised/Approved: February 6, 2024

Demographics

Demographics Summary

Overton Park was established in the 2020-2021 school year to assist with the large number of students at a neighboring campus. We serve about 530 students in PreK through 5th grade and anticipate that number to grow each year. The community is active with a high percentage of parental involvement. We currently have 371 PTA members: including 25 staff members. Our Site-Based Decision Making Team meets at least 6 times a year. They assist the campus in making changes and keeping both the campus and community informed and on the same page.

OPE has an active after school enrichment program (clubs) which includes a 3rd-5th grade running club, Chess Club, Guitar Class, Cheerleading, Journalism and about 10 - 12 other offerings and is well-attended by the students. The school also has an after school Spanish class offered by an outside vendor. The Overton Park stakeholders consist of: teachers, parents, community members, administrators, and our students. The stakeholders are actively involved in the processes of OPE through the active PTA, Dads Club, SBDM, and the teacher leader committees.

The charts below will assist with identifying the students we serve.

	2020-2021	2021-2022	2022-2023
enrollment	472	519	542
A.A.	2.8%	2.7%	2%
Hispanic	9.5%	12.3%	12.7%
White	78.8%	77.3%	77.7%
Asian	3.4%	2.7%	3%
2+	5.3%	4.6%	4.2%
ED	7.0%	8.7%	7.7%
Mobility Rate	0% (campus not open 19-20)	5.3%	4.4%
ESL Program	.8%	1.2%	0.6%
GT	33.3%	21.8%	25.8%
SpEd	8.9%	11.9%	11.6%
Section 504	6.8%	5.2%	4.8%

Demographics Strengths

Overton Park is a school that has a history of high academic successes. The low social economic needs of our students allows our school community to engage in high levels of engagement, both in and out of the classroom. In 2024, we were named as the #3 school in the state of Texas by US News & World Report. Eighteen of our teachers have the State of Texas TIA designations. We have programs on campus that meet the needs of all out students including, but not limited to: GT program, special education, speech, 504 services, and dyslexia. Our students are also afforded exposure to the arts daily. We have art, music, PE, and computer lab for our students. We have a music program at every grade level, have the option of participating in afterschool enrichment activities, and running club, UIL, Readers Become Leaders, Battle of the Books, Spelling and Math Bee.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Student Learning Summary

Overton Park scores well above the FWISD averages in all tested areas. The data below supports that statement and the data is taken from our school report card and the state TAPR reports. *no scores for 2020 due to COVID-19

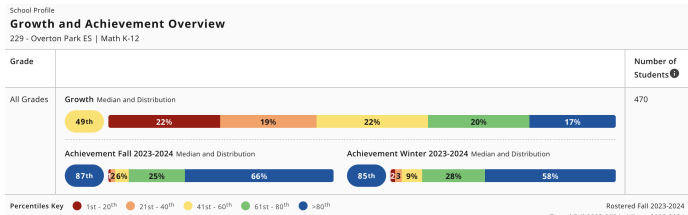
READING	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
3 rd gr		95	97	98		87	94	87		74	73	60
4 th gr		97	100	98		90	87	91		54	68	72
5 th gr		100	95	100		95	87	96		84	73	82
MATH	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
3 rd gr		98	100	98		88	94	91		74	85	60
4 th gr		97	98	96		91	92	92		79	76	70
5 th gr		100	95	98		98	84	97		78	68	58
Science	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
5 th gr		97	95	92		74	78	68		49	51	38

READING	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
ALL GRADES		99	97	99		91	90	92		72	71	72
AA		*	*	80		*	*	40		*	*	20
Hispanic		100	100	96		100	90	92		78	62	67
White		99	97	100		92	92	92		72	73	73
ED		83	76	92		75	65	67		42	47	50
Sped		94	76	88		88	65	63		69	41	25
MATH	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
ALL GRADES		99	98	98		94	91	94		79	78	63
AA		*	*	60		*	*	60		*	*	20
Hispanic		100	95	96		100	90	88		89	76	67
White		99	99	99		95	92	96		79	80	65
ED		83	59	75		58	59	75		50	53	33

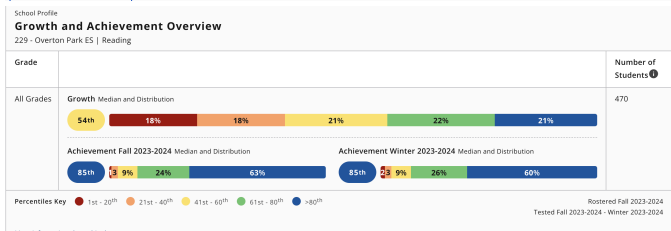
READING	APPROACHES				MEETS				MASTERS			
Sped	94	82	81		94	59	69		88	53	31	
Science	APPROACHES				MEETS				MASTERS			
	2020*	2021	2022	2023	2020*	2021	2022	2023	2020*	2021	2022	2023
ALL GRADES		97	95	92		74	77	68		49	49	38
AA		*	*	*		*	*	*		*	*	*
Hispanic		100	100	100		40	60	67		40	40	44
White		96	94	91		78	78	74		50	49	36
ED		*	67	*		*	33	*		*	11	*
Sped		*	67	*		*	50	*		*	33	*

Student Learning Strengths

Overton Park student learning strengths are evident in the strength and consistency of our core instruction in all grade levels. We have 18 teachers on staff that have earned a TIA designation. Our teachers ensure bell to bell teaching of high-quality instructional materials. We have a strong reading intervention program in kindergarten and first grade that allows us to fill phonemic awareness gaps at an early stage. Overton Park uses Dreambox and Lexia to ensure that all students are showing growth at their levels throughout the school year. We are seeing improved growth this year with full implementation of the programs. The data below shows achievement and growth on MAP for last school year and from the beginning of 2023 to middle of year (Jan 24).



SCHOOL WIDE MATH ACHIEVEMENT AND GROWTH



SCHOOLWIDE READING ACHIEVEMENT AND GROWTH

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

Problem Statement 2 (Prioritized): Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. 68% of students met standards on science STAAR in 2023 while about 97% of students met standards in math and reading. **Root Cause:** Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

School Processes & Programs

School Processes & Programs Summary

All of the teachers at Overton Park are certified and highly qualified; in addition, 18 are identified as TIA-level teachers. Our growing population includes two universal PK classes and an ECSE class. Several ECSE students require inclusion minutes.

A primary goal is to advance the implementation of the PLC model. The majority of the staff have attended the Solution Tree PLC Institute to be trained in the proper PLC process for our campus. We will continue the learning journey to implement effective PLCs on a weekly basis in coordination with the FWISD initiative. The focus is on training and collaboration that drives instructional strategies and consistency.

The Leadership team consisting of the principal and assistant principal will meet at least 1 time a week to coordinate calendars and activities and monitor multiple sources of data with the expectation of addressing needs in a timely manner. Our guiding coalition will meet monthly to revisit the overall campus goals, and if we are meeting our collaborative commitments.

Student placement is an involved process at OPE. Teachers work as grade level teams to suggest grade level placement for the next year. Parents are provided an information sheet to offer input about their child including personality traits, medical needs, association with peers, and/or other important information that could be beneficial to making the best placements. Teacher requests are not a part of the process.

A comprehension tutoring program for identified students is in place for grades K - 1 with retired teachers instructing. Grades 3 - 5 offer intervention and/or enrichment daily during a designated time in the master schedule.

All interventions are documented and tracked through Branching Minds. MTSS monitors all students identified for tier 2 and 3. Teacher recruitment and hiring is a "team effort." Teachers and other stakeholders are able to offer recommendations. Staff is encouraged to communicate early their plans to resign, transfer, or retire.

Teacher placement is determined by matching certifications, choice, and schedule structure to best design cohesive teams that will meet the needs of the students. The decisions are always predicted by what is best for all the children.

District curriculum is evaluated and supplemented with programs that enhance student learning. Some of the programs include: Wordly Wise, AR, STAAR prep, novel units and programs.

The staff has numerous opportunities to attend PD for professional conferences and PD. These have included state and national conferences for teachers, the librarian and counselor. All training are aligned with the immediate needs of the campus.

School Processes & Programs Strengths

The Leadership Team functions well, coordinating consistent decision-making and effective systems. All stakeholders share high expectations.

Hiring practices and recruiting are ongoing throughout the year, and so early hiring provides the identification of excellent candidates and strategic placement.

The process of allowing parents to provide input about their child's needs before placement allows for a voice and an effective partnership.

Teachers communicate with parents through various methods, including, but not limited to, Blackboard, emails, and face-to-face conferences.

Basic skills in math and reading are non-negotiable, including the mastery of basic math facts and basic reading skills (sight words, phonological skills, etc.) with associated timelines.

Through our MTSS process, we have identified many of our dyslexia students, and those students receive Neuhaus support daily through our part-time dyslexia teacher.

The faculty and staff receive a newsletter, The Hoot!, every week from the Leadership team that highlights upcoming events, the calendar for the week, and positive things going on in the school. The community receives a weekly newsletter (eblast) on Friday that is led by a message from the principal, along with all the social events that are coming up on the calendar.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Continue the evolution of our PLC team meetings to ensure a deep level of data desegregation and TEKS internalization. **Root Cause:** Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

Perceptions

Perceptions Summary

Overton Park is perceived as an affluent school with students who are advantaged and eager to learn. Our perception at OPE is that all students can and will achieve at the highest levels of academic success. Students who are advanced must be given opportunities to be challenged at their instructional level in order to remain motivated to learn. Students who struggle must be supported both academically and emotionally through targeted intervention and social emotional strategies to ensure that they feel successful and excited about school. Parent involvement is outstanding and definitely allows for supplemental activities and fiscal support. However, it is imperative that roles are clearly defined, and parents do not feel empowered by quid pro quo. Teachers are professional and take the lead in educational decisions recognizing and sharing student needs. The teachers must develop and communicate structured plans for optimal student achievement.

The master schedule and master calendar is influential in setting up teachers and students to maximize time on task and allow for ample time to cover the appropriate grade level TEKS. By integrating supplemental materials, teachers have the autonomy to make instructional decisions that match the needs of their students.

Overall, the systems are well-defined, implemented, and fluid. This allows for the flexibility needed to meet diverse populations. By including parents/guardians in the process and rationale, the stakeholders are effectively working together for the children.

The attendance rate for the 2022-23 school year was 95.9% for all students, 96.0% for white students, 95.8% for Hispanic students, 91.9% for African American students, 93.3% for EB students, and 94.9% for the economically disadvantaged students. There is not a great discrepancy in the attendance rate for any one population.

The school does not have many discipline referrals over the course of the year. We are fortunate to not have significant discipline issues.

The school has little teacher and staff turnover rate. If we have positions to fill, it is due to an increase in enrollment and/or retirements.

Teachers	2020-21	2021-22	2022-23
Beginning Teacher	1	2	1
1-5 Years experience	5	5	9
6-10 yrs experience	7	5	7
11-20 yrs experience	12.1	14.8	12
21-30 yrs experience	3.3	5.5	4.5
Over 30 yrs experience	0	0	0

Perceptions Strengths

Most of our family's value education for their children and expect high achievement results that are shared by staff. Our community is safety minded and has joined with the PTA to fund off duty FWPd officers to be on campus each school day. The PTA and SBDM teamwork alongside the school to ensure all academic and social needs of the students and staff are met. The community loves the campus and wants the campus to maintain the high level of academics and social interaction, therefore, they support OPE by donating money and

many volunteer hours.

Due to the high level of community involvement, support, and the high achievement level of the students, we find we have more applicants than available positions, as there is minimal turnover in staff.

Due to the high parent involvement, we publish a weekly E-Blast that details all the upcoming academic and social events for the students and the families. Consistent, clear, and well thought out communication is key to maintaining the positive community partnership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overton Park is perceived as being an affluent school with all high achieving students, but receives no title money or additional funds beyond per pupil allotment. **Root Cause:** The demographics do not identify many students who qualify as ED. Funding is subsidized through fund raisers by PTA and/or donations.

Problem Statement 2 (Prioritized): With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often time consuming and overwhelming. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating transparently and positively with all stakeholders is imperative, while keeping what is best for ALL students at the forefront of all decisions.

Priority Problem Statements

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level.

Root Cause 1: Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math.

Root Cause 2: There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. 68% of students met standards on science STAAR in 2023 while about 97% of students met standards in math and reading.

Root Cause 3: Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often time consuming and overwhelming.

Root Cause 4: Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating transparently and positively with all stakeholders is imperative, while keeping what is best for ALL students at the forefront of all decisions.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Continue the evolution of our PLC team meetings to ensure a deep level of data desegregation and TEKS internalization.

Root Cause 5: Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

Problem Statement 5 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: May 29, 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 90% to 98% by May 2025.

Increase the percentage of growth in the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 75% by May 2025.

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Increase the classroom teachers' knowledge and skill set of teaching phonological awareness teaching strategies to ensure effective Tier 1 instruction.





Strategy's Expected Result/Impact: Effective T1 instruction that allows students to engage in proper phonological awareness; therefore increasing the percentage of students who are on track.

Staff Responsible for Monitoring: Administration and CIC

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize both formative and summative assessments to ensure all students are challenged at their instructional levels.</p> <p>Intended Audience: PK teachers Provider / Presenter / Person Responsible: PK teachers and CIC Date(s) / Timeframe: 24-25 school year Collaborating Departments: Early Literacy Delivery Method: Formal and informal assessments Both verbal and written</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6122-XXX-229-11-313-000000- - \$1,500, - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-229-99-313-000000- - \$620</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Our early intervention teachers will attend the trainings provided by the FWISD Early Literacy Dept.</p> <p>Intended Audience: PK teachers and TAs Provider / Presenter / Person Responsible: Early Lit Dept Date(s) / Timeframe: Aug-May Delivery Method: varies</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-229-11-313-000000- - \$840, - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. Root Cause: There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.</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 90% to 92% by May 2025.

Kindergarten students will move from 100% in Foundational Skills to at least 5% of students will enter into Oral Reading by EOY.

1st gr: 76% in Foundational Skills to 65% in Oral Reading

2nd gr: 20% in Foundational Skills to 95% in Oral Reading

3rd gr: 3% in Foundational Skills to 95% Oral Reading

Evaluation Data Sources: MAP Fluency

Strategy 1: Differentiate instruction and provide supplemental activities, like Lexia Core 5, Dreambox, and Fountas and Pinnell, that will promote optimal learning experiences that go across the curriculum.





Strategy's Expected Result/Impact: Increase reading scores in meets and masters.
Increase growth on MAP for all grade levels.

Staff Responsible for Monitoring: Teachers and admin.

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers in grades K-3 will utilize Amplify Knowledge and Skills Units to support TEKS and effective foundational literacy skills.</p> <p>Intended Audience: K-3 students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: 2024*25 school year</p> <p>Collaborating Departments: CIC Admin team</p> <p>Delivery Method: Tier 1 instruction through whole group instruction</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: K-3 teachers will supplement curriculum resources to support TEKS by using novel units and authentic learning experiences that promote background knowledge and fluency. We will utilize the supplemental reading supports of Fountas and Pinnell and Science of Teaching Reading for differentiated instruction for our tier three students.</p> <p>Intended Audience: T3 students</p> <p>Provider / Presenter / Person Responsible: Teachers and pull out tutors</p> <p>Date(s) / Timeframe: 2024-25 school year</p> <p>Collaborating Departments: none</p> <p>Delivery Method: small group instruction whole class instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-229-24-313-000000- - \$2,300, - BASIC (199 PIC 11) - 199-11-6339-XXX-229-11-313-000000- - \$3,200</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. Root Cause: There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.</p>

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

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 59% to 75% by May 2025.

Increase the percentage of growth for the African American students and students marginalized by instruction on our campus (gender, race, program, other) from 33% to 50% by May 2025.

Evaluation Data Sources: MAP Growth

Strategy 1: Review and internalize all facets of grade level TEKS through grade level team meetings (PLCs and DDI) in order to provide appropriate differentiated instruction to challenge students at their individual levels.





Strategy's Expected Result/Impact: increase achievement in grade level reading ; acceleration

Staff Responsible for Monitoring: admin
CIC

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: While in team meetings, teachers will backwards plan, complete know and show charts, calibrate student and teacher exemplars, and discuss multiple formative and summative data sources to ensure rigor and relevance to all T1 instruction.</p> <p>Intended Audience: teachers Provider / Presenter / Person Responsible: CIC admin Date(s) / Timeframe: 24*25 school year Collaborating Departments: literacy Delivery Method: weekly PLC team meetings, vertical team meetings, staff meetings</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-36-6112-XXX-229-99-313-000000- - \$4,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: A group of 5, principal and 4 teachers, will attend the Solution Tree PLC Coaching Academy through the fall semester to solidify the guiding coalition and the school's implementation of the formal PLC process.</p> <p>Intended Audience: all staff and students</p> <p>Provider / Presenter / Person Responsible: Haro, McKenzie, Hoelke, Felker, and Baum</p> <p>Date(s) / Timeframe: Sept- May</p> <p>Delivery Method: in person training and in person work on campus</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. Root Cause: There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.</p>
Student Learning
<p>Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. Root Cause: Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).</p>

Goal 2: Early Math

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

Performance Objective 1: Increase (maintain) the percentage of PK students who score On Track on Circle Math from 95% to 100% by May 2025. Increase (maintain) the percentage of student growth for African American students and/or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 100% to 100% by May 2025.

Evaluation Data Sources: Circle Math

Strategy 1: Continue to implement the Creative Curriculum to ensure all students are being taught to the level of mastery and above.


Strategy's Expected Result/Impact: Students will achieve at high levels and show at least a year's growth during the 2024- 2025 school year.


Staff Responsible for Monitoring: teachers
admin
CIC


TEA Priorities:
Build a foundation of reading and math


Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize both formative and summative assessments to ensure all students are challenged at their instructional levels.</p> <p>Intended Audience: PK teachers Provider / Presenter / Person Responsible: PK teachers Date(s) / Timeframe: 24*25 school year Collaborating Departments: Early Literacy Dept Delivery Method: Formal and informal assessments Both verbal and written</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6339-XXX-229-11-313-000000- - \$3,200</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

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 84% 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 50% to 75% by May 2025.

Evaluation Data Sources: TX KEA and Eureka Unit assessments
Dreambox

Strategy 1: Utilizing the math curriculum Eureka and Dreambox to fidelity to ensure that gaps are filled, while maintaining proper T1 instruction.


Strategy's Expected Result/Impact: An Increase in student knowledge and skills in basic math concepts


Staff Responsible for Monitoring: teachers
admin


TEA Priorities:
Build a foundation of reading and math


Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The teachers will take an active role participating and planning the DDI and weekly team meetings (PLC). This will help to maximize time on task in the classroom, while making sure the needs of all students are being met.</p> <p>Intended Audience: all level kinder students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: Aug-May Collaborating Departments: math Delivery Method: inperson; direct; sml group</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6321-XXX-229-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

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 math Growth from 55 % to 70 % by May 2025.

Increase the growth percentage for African American students or the student group most marginalized by instruction on our campus (gender, race, program, other) from 21 % to 30% by May 2025.

Evaluation Data Sources: Map Growth Math

Strategy 1: Improve tiered instruction by identifying, reviewing, and instructing pre-requisite skills, grade-level TEKS, and above-level concepts as appropriate for individual student needs.





Strategy's Expected Result/Impact: Student growth will increase as well as achievement on MAP and STAAR

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The teachers will take an active role participating and planning the DDI and weekly team meetings (PLC). This will help to maximize time on task in the classroom, while making sure the needs of all students are being met.</p> <p>Intended Audience: K-5 math students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: august- may Collaborating Departments: math</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-229-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: We will have a math vertical team meeting at least 1 time a 6 weeks to make sure that our teaching strategies are aligned schoolwide.</p> <p>Intended Audience: teachers Provider / Presenter / Person Responsible: admin and math lead teacher Date(s) / Timeframe: aug-may Collaborating Departments: math</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-229-99-313-000000- - \$500, - BASIC (199 PIC 11) - 199-11-6112-XXX-229-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. Root Cause: There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.</p>
Student Learning
<p>Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. Root Cause: Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).</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 60% to 75% by May 2025. Increase the percentage of African American students or the student group most marginalized by instruction on our campus (gender, race, program, other) from 40% to 60% by May 2025.

Evaluation Data Sources: STAAR 2025

Strategy 1: Continue to align the curriculum and instructional strategies with the new STAAR standards, design, and writing components. Tier 1 instruction is provided to maximize the opportunity for direct instruction and small group instruction, which is differentiated for remediation and/or acceleration, with independent reinforcement.

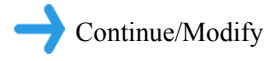
Strategy's Expected Result/Impact: Expect an increase in both meets and masters on STAAR in reading. Increase achievement and growth on map

Staff Responsible for Monitoring: Teachers
CIC
Admin

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

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

Action Step 1 Details	Reviews			
<p>Action Step 1: To increase specific demographics of students on STAAR, we will provide specific and explicit instruction to students that is individualized based on MAP RIT scores and priority TEKS.</p> <p>Intended Audience: priority demographics Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: sept-april Collaborating Departments: literacy Delivery Method: small groups</p> <p>Funding Sources: - SPED (199 PIC 23) - \$250, - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$550</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

School Processes & Programs

Problem Statement 1: Continue the evolution of our PLC team meetings to ensure a deep level of data desegregation and TEKS internalization. **Root Cause:** Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

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 65% to 75% by May 2025. Increase the percentage of African American students or the student group most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Evaluation Data Sources: STAAR 2024





Strategy 1: Daily Tier 1 instruction to maximize the opportunity for direct instruction and small group instruction that is differentiated for remediation and/or acceleration, with independent reinforcement for concrete and conceptual understanding of math objectives.

Strategy's Expected Result/Impact: Increase meets and masters STAAR scores
Increase achievement and growth on MAP

Staff Responsible for Monitoring: Teachers
CIC
Admin.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: To increase specific demographics of students on STAAR, we will provide specific and explicit instruction to students that is individualized based on MAP RIT scores and priority TEKS.</p> <p>Intended Audience: students in priority demographics Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: sept-apr Collaborating Departments: math Delivery Method: sml groups</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

Goal 3: CCMR

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

Performance Objective 3: Increase the percentage of students passing the 5th-grade science STAAR from 80% to 90% with at least a 10% increase in both meets and masters

High Priority

Evaluation Data Sources: STAAR

Strategy 1: Continue to revise and implement an effective school-wide science program that ensures ALL grade-level TEKS are taught, reinforced, and mastered/retained each year.





Strategy's Expected Result/Impact: Increase in all categories of science STAAR.

Staff Responsible for Monitoring: Teachers
CIC
Admin

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Present science data to the entire campus staff, breaking down TEKS by grade level and identifying pre-requisite skills by grade level. Intended Audience: Teachers Provider / Presenter / Person Responsible: CIC Lead Science Teachers Date(s) / Timeframe: Fall 2024 Collaborating Departments: Science Department Delivery Method: PLC	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize formative assessments and summative assessments to discern the retention of concepts taught and the level of mastery information is retained.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Lead Science Teachers</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Collaborating Departments: Science Department</p> <p>Delivery Method: Tier 1 Instruction</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6339-XXX-229-11-313-000000- - \$1,000, - SPED (199 PIC 23) - \$283</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Strategy 2: Provide "hands-on" science activities at every grade level in the classroom, the science lab, and through STEM aligned to TEKS objectives. Challenge students to process information at high levels with high-level activities and questioning.

Strategy's Expected Result/Impact: Increase in all categories of science scores on STAAR

Staff Responsible for Monitoring: Science Teachers
CIC

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for PD that emphasize/develop activities that correspond with concepts being taught using the adopted curriculum and supplemental materials as needed.</p> <p>Intended Audience: Science Teachers</p> <p>Provider / Presenter / Person Responsible: CIC Science Teachers</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Collaborating Departments: Science Department</p> <p>Delivery Method: PLCs District PD opportunities</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-229-99-313-000000- - \$1,000, - UNDISTRIBUTED (199 PIC 99) - 199-13-6239-XXX-229-99-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Require "hands-on " science at least once a week at all grade levels.</p> <p>Intended Audience: Science Teachers</p> <p>Provider / Presenter / Person Responsible: CIC Lead Science Teachers</p> <p>Date(s) / Timeframe: 2023-2024</p> <p>Collaborating Departments: Science Department</p> <p>Delivery Method: Classroom instruction Science Lab experiences</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-13-6411-001-229-24-313-000000- - \$655, - SPED (199 PIC 23) - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Designate a lead science teacher at each grade level to lead science PLCs and coordinate grade-level plans.</p> <p>Intended Audience: Science Teachers</p> <p>Provider / Presenter / Person Responsible: Lead Science Teachers CIC Administration</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Collaborating Departments: Science Department</p> <p>Delivery Method: PLCs and grade level planning meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. 68% of students met standards on science STAAR in 2023 while about 97% of students met standards in math and reading. **Root Cause:** Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

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 with excessive absences (1 or more courses below 90% attendance) from 7% to 5% by May 2025.

By May 2025, the number and percentage of African American students or the student group most marginalized by instruction on our campus (gender, race, program, etc.) will decrease from 7% to 5%.

High Priority

HB3 Goal

Evaluation Data Sources: Attendance Data

Strategy 1: Align and leverage programs, resources (stay-in-school coordinator), and support systems for existing academic and SEL advising.





Strategy's Expected Result/Impact: Using the systems we have in place to build stronger relationships will foster an environment that will increase attendance

Staff Responsible for Monitoring: Attendance Administrator, Attendance Clearl, Counselor, Stay in School Coordinator

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: We will have an attendance award that promotes being here on time every day.</p> <p>Intended Audience: students and parents</p> <p>Provider / Presenter / Person Responsible: attendance clerk, counselor, teachers</p> <p>Delivery Method: certificate or award</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often time consuming and overwhelming. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating transparently and positively with all stakeholders is imperative, while keeping what is best for ALL students at the forefront of all decisions.

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: Increase positive response by students to the learning environment on the district's climate survey from 0% to 85% by May 2025. Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0 to 85% by May 2025.

Strategy 1: Increase the implementation of BE sticker acknowledgements throughout the classes.

Strategy's Expected Result/Impact: increase student engagement and positive experiences in the classroom

Staff Responsible for Monitoring: all staff

TEA Priorities:

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

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Order larger BE stickers and create a poster so students have a visual as to what they are working toward receiving</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: admin Date(s) / Timeframe: aug Delivery Method: poster and sticker</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-229-99-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: We will add the Ozzy Pin as an incentive and positive recognition for the staff.</p> <p>Intended Audience: all staff Provider / Presenter / Person Responsible: admin Date(s) / Timeframe: aug-may</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-229-11-313-000000- - \$700</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our data shows our priority student groups are performing at a lower rate than our white students in both reading and math. **Root Cause:** There is a need for campus staff to understand the priority groupings and support the staff with specific professional development to meet the educational needs of all our students so the gaps can be closed.

Student Learning

Problem Statement 1: The percentage of our priority groups (special education and ED) in all grade levels does not show consistent growth at the meets and masters level. **Root Cause:** Our teachers are not accustomed to drilling down into demographic and priority student groups to push students into the next achievement level on STAAR (meets to masters).

Perceptions

Problem Statement 2: With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often time consuming and overwhelming. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating transparently and positively with all stakeholders is imperative, while keeping what is best for ALL students at the forefront of all decisions.

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

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

Performance Objective 3: 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 5% to 2% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Focus referrals

Strategy 1: Staff will be guided through the discipline system. The minors, middles, and majors will be revisited at least three times a year, with a focus on preventative vs. reactive discipline.

Strategy's Expected Result/Impact: Referrals in Focus will be streamlined and lessened

Staff Responsible for Monitoring: Assistant Principal


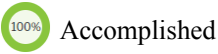
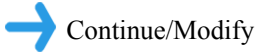

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will be able to take safeschool trainings that pertain directly to preventive discipline strategies. Intended Audience: teachers Provider / Presenter / Person Responsible: assistant principal Date(s) / Timeframe: 24-25 school year as needed Collaborating Departments: safeschools Delivery Method: online teaching segments	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The staff will be trained in Autism and how to be proactive rather than reactive in the classrooms and other areas on campjs.</p> <p>Intended Audience: all staff members</p> <p>Provider / Presenter / Person Responsible: admin special guest presenter safeschool training service center trainings</p> <p>Date(s) / Timeframe: aug-sept</p> <p>Collaborating Departments: sped</p> <p>Delivery Method: face to face digital</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6291-XXX-229-11-313-000000- - \$2,500, - SPED (199 PIC 23) - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often time consuming and overwhelming. Root Cause: Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating transparently and positively with all stakeholders is imperative, while keeping what is best for ALL students at the forefront of all decisions.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION SALARY/ WAGE SUB SUPPORT	199-11-6122-XXX-229-11-313-000000-	\$1,500.00
1	1	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$2,000.00
1	1	1	2		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-229-11-313-000000-	\$840.00
1	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$1,200.00
1	2	1	2		INSTRUCTION TESTING MATERIALS	199-11-6339-XXX-229-11-313-000000-	\$3,200.00
2	1	1	1		INSTRUCTION TESTING MATERIALS	199-11-6339-XXX-229-11-313-000000-	\$3,200.00
2	2	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-229-11-313-000000-	\$2,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-229-11-313-000000-	\$1,000.00
2	3	1	2		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-229-11-313-000000-	\$1,000.00
3	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$550.00
3	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$250.00
3	3	1	2		INSTRUCTION TESTING MATERIALS	199-11-6339-XXX-229-11-313-000000-	\$1,000.00
4	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$1,000.00
4	2	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-229-11-313-000000-	\$700.00
4	3	1	2		INSTRUCTION CONSULTANTS	199-11-6291-XXX-229-11-313-000000-	\$2,500.00
Sub-Total							\$21,940.00
Budgeted Fund Source Amount							\$20,687.00
+/- Difference							-\$1,253.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00

CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	1	1	1		GENERAL SUPPLIES		\$250.00	
3	3	1	2		INSTRUCTIONAL MATERIALS		\$283.00	
3	3	2	2		GENERAL SUPPLIES		\$500.00	
4	3	1	2		INSTRUCTIONAL MATERIALS		\$500.00	
Sub-Total							\$1,533.00	
Budgeted Fund Source Amount							\$2,733.00	
+/- Difference							\$1,200.00	
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	2		Reading materials for classroom use	199-11-6329-001-229-24-313-000000-	\$2,300.00	
3	3	2	2		Professional Development (Employee Only)	199-13-6411-001-229-24-313-000000-	\$655.00	
Sub-Total							\$2,955.00	
Budgeted Fund Source Amount							\$2,955.00	
+/- Difference							\$0.00	
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
Sub-Total							\$0.00	
Budgeted Fund Source Amount							\$53.00	
+/- Difference							\$53.00	

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-229-99-313-000000-	\$620.00
1	3	1	1		COCURRICULAR/ EXTRACURRIC SUBS - PROFESSIONAL	199-36-6112-XXX-229-99-313-000000-	\$4,500.00
2	3	1	2		STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-229-99-313-000000-	\$500.00
3	3	2	1		COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-229-99-313-000000-	\$1,000.00
3	3	2	1		STAFF DEVELOPMENT REGIONAL ED SVC CTR SVCS	199-13-6239-XXX-229-99-313-000000-	\$1,500.00
4	2	1	1		COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-229-99-313-000000-	\$1,000.00
Sub-Total							\$9,120.00
Budgeted Fund Source Amount							\$9,120.00
+/- Difference							\$0.00
Grand Total Budgeted							\$35,548.00
Grand Total Spent							\$35,548.00
+/- 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