

**Fort Worth Independent School District
166 South Hi Mount Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

South Hi Mount prepares students to enter the real world as responsible, contributing, and competent members of society. We provide a safe, nurturing, and engaging learning environment for all students.

Vision

South Hi Mount will maintain its high level of academic achievement by actively engaging students, parents, and community in the learning process as students acquire the skills and knowledge necessary to become responsible, contributing citizens.

Value Statement

We believe equal access to learning is the right of every student.

We promote and embrace the diverse cultural and learning styles of our student population.

Teachers and parents will collaborate to close the achievement gap.

We provide a safe learning and working environment.

All students can learn and be empowered to reach high levels of achievement.

We embrace and respect the diverse cultural backgrounds of the school community.

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2024

Demographics

Demographics Summary

With more than 84,000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and 16 other campuses, Fort Worth ISD is highly diverse:

- Hispanic: 65%
- African American: 21%
- White: 11%
- Asian: 1%
- Two or more races: 2%

South Hi Mount Elementary, established in 1936, is a PK-5th Title I campus in Fort Worth ISD in Fort Worth, TX and is also diverse. Our demographics by student group are as follows:

- Hispanic: 68%
- African American: 15%
- White: 15%
- Asian & Two or more races: 2%

South Hi Mount Elementary's student groups include 35% English Learners (ELs), 12% Gifted and Talented, and 12% Special Education, including two special education self contained classrooms. Additionally, 75% are economically disadvantaged and 71% of students are considered "at risk".

Our current enrollment is 527 students with an average of 16 students per class. Our campus currently has a 95% attendance rate and an 15% mobility rate. The average attendance by grade level is:

PK - 95%

K - 94%

1 - 94%

2 - 96%

3 - 96%

4 - 95%

5 - 96%

After the first semester, we had 14% of our students with 10 absences or more, which is considered chronic absenteeism. Most (42%) of chronic absentees are in Kinder and 1st grade.

South Hi Mount Elementary employs a high-quality, talented staff with an average of 14 years experience. We also have six teachers designated by the state as "Master" teachers. SHM is fortunate to have a staff that closely monitors student groups with regards to race and ethnicity as well as special programs. The turnover rate among our staff is low because people love to work at SHM. Our campus employs stakeholder input in various ways including a guiding coalition and Professional Learning Communities (PLC) leads as well as our Site-Based Decision-Making (SBDM) committee.

The most recent state data in regard to student group attendance is from 2020-2021 as is as follows:

	Campus	District	State
Attendance Rate (2020-21)			
	95.6%	92.8%	95.0%
Enrollment by Race/Ethnicity			
African American	10.8%	20.5%	12.8%
Hispanic	71.1%	64.8%	52.8%
White	14.7%	11.1%	26.3%
American Indian	0.2%	0.1%	0.3%
Asian	1.2%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	2.0%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	78.7%	85.2%	60.7%
Special Education	11.0%	10.7%	11.6%
Emergent Bilingual/EL	35.3%	37.6%	21.7%
Mobility Rate (2020-21)			
	11.6%	16.5%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.9	17.7	18.7
Grade 1	14.1	17.7	18.7

Grade 2	15.3	17.5	18.6
Grade 3	16.0	17.7	18.7
Grade 4	11.5	17.8	18.8
Grade 5	20.5	19.0	20.2
Grade 6	-	13.9	19.2

Demographics Strengths

South Hi Mount celebrates our diverse population of learners and mobility rate significantly under the district average. Our Two-Way Dual Language program has increased requests for transfers to our school from outside our attendance area. We celebrate the inclusion of our special education self-contained classrooms as a opportunity for all students to learn about inclusivity of students with special needs. We are very proud of our six state designated "Master" Teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 2: In the 2023 - 2024 school year, Kinder and 1st grade have the lowest attendance rates. **Root Cause:** There is not a process to fully inform parents of the importance of attendance in Kinder. There is not a clear process beyond daily phone calls to check on families who struggle with getting their children to school.

Problem Statement 3: In the 2024 STAAR scores economically disadvantaged students scored seven - ten points below the overall percentage (meets or higher) in all subject areas. **Root Cause:** Data of our student groups, including ED, was tracked but there was not a successful implementation of response and monitoring.

Problem Statement 4: In the 2024 STAAR scores Hispanic students scored four points below the overall percentage (meets or higher) in all subject areas. **Root Cause:** Data of our student groups, including Hispanic, was tracked but there was not a successful implementation of response and monitoring.

Problem Statement 5 (Prioritized): End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6 (Prioritized): End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 7 (Prioritized): African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 8 (Prioritized): The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

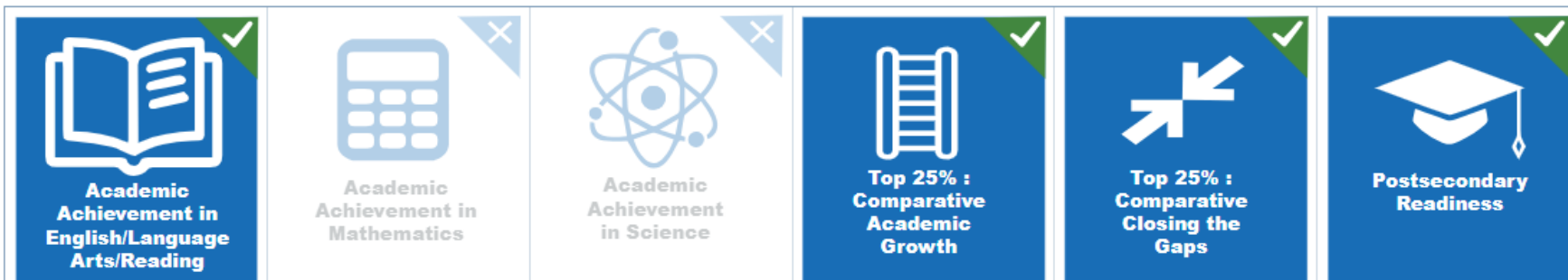
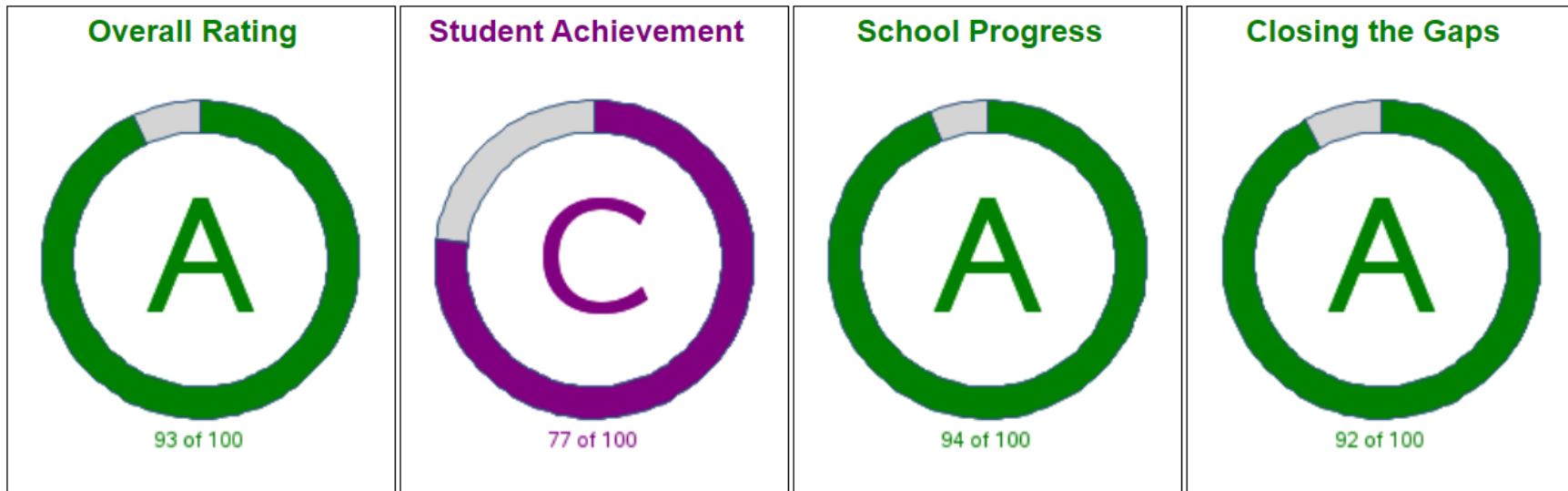
Problem Statement 9 (Prioritized): The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Student Learning

Student Learning Summary

The campus leadership committee met and considered a variety of student academic achievement information and data, including district and campus based MAP assessments, report card grades, past STAAR scores and teacher information. The committee analyzed differences between student groups (special ed, at-risk, and EL) and grade levels. The summary data listed below includes information that rose to the top as the committee's most significant findings. During the 2018-2019 school year, SHM received a B rating from the Texas Education Agency and earned 3 of the 6 possible distinctions. Distinctions were awarded in science, postsecondary readiness, and comparative closing the gaps. Ratings were not given by the state in 2020 or 2021 due to COVID. Utilizing the 2022 STAAR data, it is noted that the campus received an "A" campus rating and earned 4 out of 6 possible distinctions. The distinctions earned were reading, comparative growth, comparative closing the gaps, and postsecondary readiness. During the 2023-2024 school year, the state did not publish accountability ratings so we are using the 2022 ratings.

Looking overall at students who scored at the meets grade level or above, all of our percentages were above the district and the state in all subject areas.



	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	60%	77%	76%	76%	85%	-	*	-	*	58%	90%	77%	78%	75%	71%
	2021	67%	50%	59%	61%	58%	65%	33%	*	-	57%	39%	100%	61%	49%	57%	60%
At Meets Grade Level or Above	2022	48%	32%	49%	54%	45%	71%	-	*	-	*	38%	80%	49%	49%	44%	40%
	2021	41%	25%	33%	36%	30%	48%	17%	*	-	14%	28%	100%	33%	31%	29%	35%
At Masters Grade Level	2022	23%	12%	22%	17%	20%	41%	-	*	-	*	9%	60%	23%	19%	17%	18%
	2021	18%	9%	14%	14%	13%	24%	0%	*	-	0%	8%	67%	15%	13%	10%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	62%	77%	74%	77%	81%	-	*	-	*	54%	*	77%	78%	75%	70%
	2021	68%	54%	64%	67%	66%	63%	*	*	-	*	41%	*	68%	53%	61%	60%
At Meets Grade Level or Above	2022	53%	38%	54%	58%	51%	67%	-	*	-	*	34%	*	55%	51%	50%	45%
	2021	45%	30%	35%	42%	32%	50%	*	*	-	*	26%	*	36%	33%	32%	32%
At Masters Grade Level	2022	25%	14%	30%	26%	30%	41%	-	*	-	*	9%	*	31%	29%	25%	24%
	2021	18%	10%	16%	17%	14%	30%	*	*	-	*	4%	*	16%	18%	11%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	56%	81%	84%	79%	85%	-	*	-	*	69%	*	80%	84%	78%	72%
	2021	66%	44%	56%	58%	54%	67%	*	*	-	*	41%	*	59%	48%	54%	58%
At Meets Grade Level or Above	2022	42%	25%	47%	53%	43%	70%	-	*	-	*	43%	*	46%	51%	42%	35%
	2021	37%	19%	33%	33%	31%	43%	*	*	-	*	33%	*	34%	30%	30%	39%
At Masters Grade Level	2022	20%	10%	17%	11%	15%	37%	-	*	-	*	9%	*	18%	13%	12%	15%
	2021	18%	7%	19%	17%	16%	30%	*	*	-	*	19%	*	20%	15%	15%	25%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	60%	67%	63%	65%	100%	-	*	-	-	36%	*	70%	54%	63%	70%
	2021	71%	53%	52%	50%	53%	53%	*	-	-	-	40%	*	57%	36%	56%	75%
At Meets Grade Level or Above	2022	47%	28%	39%	50%	33%	100%	-	*	-	-	36%	*	42%	31%	35%	36%
	2021	44%	24%	25%	25%	24%	33%	*	-	-	-	20%	*	22%	36%	26%	38%
At Masters Grade Level	2022	21%	9%	14%	13%	10%	60%	-	*	-	-	9%	*	15%	8%	11%	12%
	2021	20%	7%	5%	13%	5%	0%	*	-	-	-	0%	*	4%	7%	6%	8%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
All Grades Both Subjects	2022	74	60	88	84	88	87	-	*	-	*	72	*	86	87	80	87

All Grades Both Subjects	2022	74	69	69	94	66	92	-	-	-	-	73	-	66	97	69	67
	2019	69	63	77	65	76	83	*	*	-	81	68	92	77	78	75	78
All Grades ELA/Reading	2022	78	75	93	100	91	100	-	*	-	*	84	*	91	98	92	91
	2019	68	64	68	50	68	76	*	*	-	*	53	*	68	67	64	71
All Grades Mathematics	2022	69	63	85	88	85	85	-	*	-	*	63	*	81	96	85	83
	2019	70	63	85	81	84	89	*	*	-	*	81	*	84	89	85	84

MAP assessments are also given three times a year to measure student growth and progress. MAP is considered highly correlated to STAAR. The chart below shows growth from Fall 2023 to Winter 2024:

Grade/Subject	American Indian		Asian		African American		Hispanic		Two or more
	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.
K MATH	*	*	1/4	0.25%	4/9	0.44%	30/43	0.70%	2/4
K RDG ENG	*	*	3/4	0.75%	6/9	0.67%	21/43	0.49%	3/4
K RDG SPAN	*	*	1/1	100%	*	*	22/34	0.65%	1/1
1ST MATH	*	*	2/3	0.67%	4/13	0.31%	17/41	0.41%	0/1
1ST RDG ENG	*	*	1/3	0.33%	2/13	0.15%	17/40	0.43%	1/1
1ST RDG SPAN	*	*	*	*	*	*	17/27	0.63%	*
2ND MATH	*	*	1/2	0.50%	2/4	0.50%	19/55	0.35%	1/1
2ND RDG ENG	*	*	0/2	0%	1/4	0.25%	18/55	0.33%	1/1
2ND RDG SPAN	*	*	0/1	0%	*	*	10/34	0.29%	*
3RD MATH	*	*	1/1	100%	2/9	0.22%	28/43	0.65%	*
3RD RDG ENG	*	*	1/1	100%	5/9	0.56%	18/43	0.42%	*
3RD RDG SPAN	*	*	*	*	*	*	8/25	0.32%	*
4TH MATH	1/1	100%	1/1	100%	2/8	0.25%	31/53	0.58%	1/1
4TH RDG ENG	1/1	100%	1/1	100%	3/8	0.38%	35/53	0.66%	1/1
4TH RDG SPAN	*	*	0/1	0%			18/30	0.60%	*

Grade/Subject	American Indian		Asian		African American		Hispanic		Two or
	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.	% of Stud. Who Met Their Growth Projection	# of Stud. Who Met Their Growth Projection / Tot. # of Stud.
5TH MATH	*	*	2/2	100.00%	4/10	0.40%	27/58	0.47%	*
5TH RDG ENG	*	*	1/2	0.50%	1/10	0.10%	28/58	0.48%	*
5TH RDG SPAN	*	*	*	*	*	*	10/32	0.31%	*

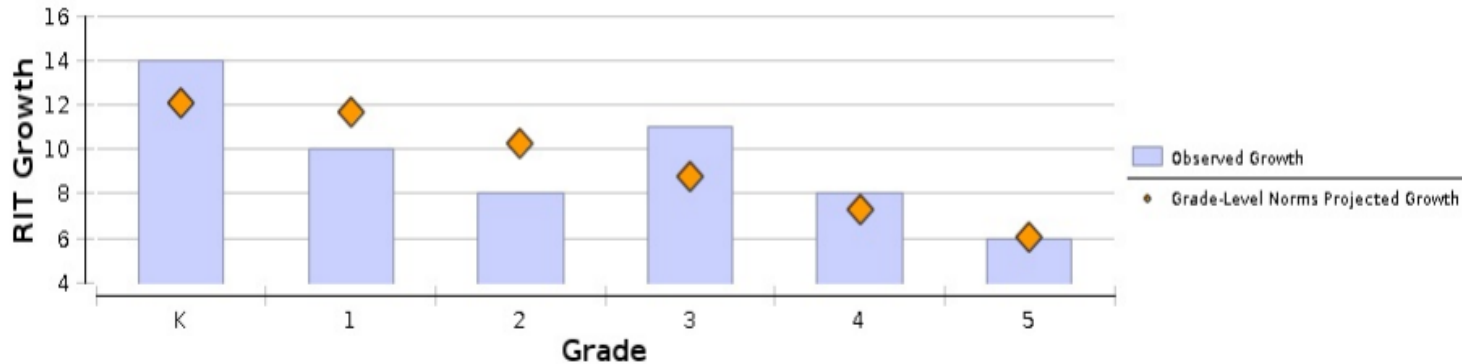
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability

166 - South Hi Mount ES

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	69	137.8	10.0	48	151.4	10.8	60	14	0.7	12.1	1.08	86	69	44	64	62
1	69	153.8	11.2	21	163.3	13.1	12	10	0.9	11.7	-1.34	9	69	28	41	39
2	74	175.8	14.7	64	183.9	14.4	49	8	0.7	10.3	-1.51	7	74	27	36	29
3	66	184.0	16.0	28	194.6	16.3	40	11	0.9	8.7	1.37	91	66	40	61	59
4	71	196.1	15.1	35	204.3	15.7	40	8	0.7	7.3	0.73	77	71	40	56	55
5	80	204.4	17.9	29	209.8	18.8	27	6	0.7	6.0	-0.43	33	80	38	48	43

Math: Math K-12

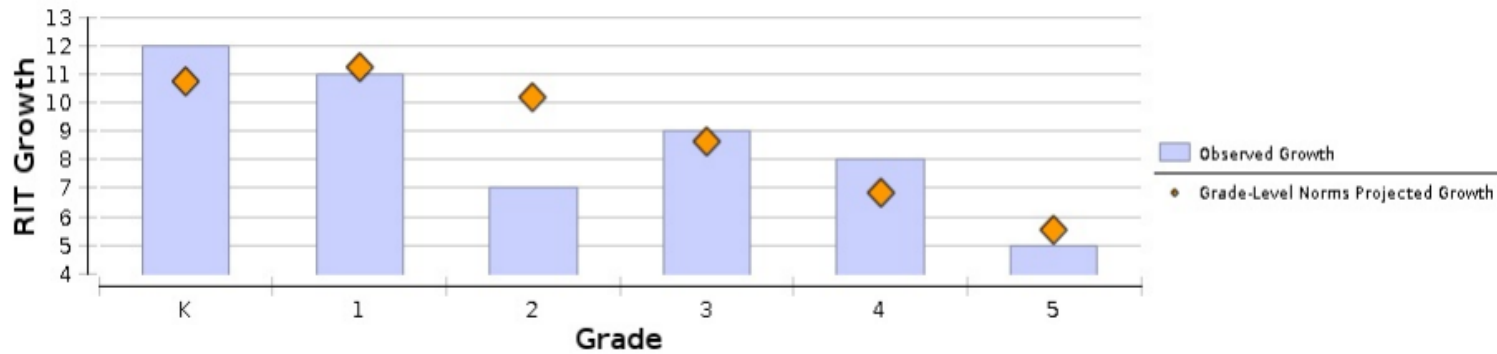


166 - South Hi Mount ES

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	69	137.6	11.0	66	149.3	11.6	72	12	1.1	10.7	0.63	73	69	40	58	59
1	68	151.5	12.3	29	162.6	14.1	29	11	1.1	11.2	-0.07	47	68	27	40	37
2	74	170.8	18.4	49	177.4	17.4	29	7	0.8	10.2	-2.22	1	74	25	34	26
3	67	178.5	18.9	17	187.6	17.9	19	9	1.0	8.7	0.33	63	67	30	45	44
4	71	194.2	18.7	42	202.5	18.5	50	8	0.9	6.8	1.11	87	71	45	63	60
5	80	199.6	20.6	28	204.4	19.9	25	5	0.9	5.5	-0.59	28	80	35	44	36

Language Arts: Reading



Student Learning Strengths

More than half of all students in Kinder and 4th met their projected growth in math & reading

More than half of all students in Kinder, 1st and 4th met their projected growth in Spanish reading.

Kinder, 3rd and 4th met their grade-level projected growth in math. 5th is only six-tenths away

Kinder, 3rd and 4th met their grade-level projected growth in reading. 1st grade is only two-tenths away, 3rd three-tenths and 5th five-tenths away.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In the 2024 STAAR scores economically disadvantaged students scored seven - ten points below the overall percentage (meets or higher) in all subject areas.

Root Cause: Data of our student groups, including ED, was tracked but there was not a successful implementation of response and monitoring.

Problem Statement 2: In the 2024 STAAR scores Hispanic students scored four points below the overall percentage (meets or higher) in all subject areas. **Root Cause:** Data of our student groups, including Hispanic, was tracked but there was not a successful implementation of response and monitoring.

Problem Statement 3 (Prioritized): End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 4 (Prioritized): End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 5 (Prioritized): Middle of the year MAP Growth scores in second grade reading show only 34% meeting their growth projection measure. **Root Cause:** Students have not received regular, quality Tier 1 instruction.

Problem Statement 6 (Prioritized): Middle of the year MAP Growth scores in second grade math show only 36% meeting their growth projection measure. **Root Cause:** Students have not received regular, quality Tier 1 instruction.

Problem Statement 7 (Prioritized): The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 8 (Prioritized): In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 9 (Prioritized): African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 10 (Prioritized): The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 11 (Prioritized): The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

School Processes & Programs

School Processes & Programs Summary

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

Campus processes and programs were reviewed. Results identified three school-wide processes needing improvement:

- (1) Support and professional development for analyzing of data, curriculum, and instructional framework.
- (2) Professional development for teachers to support the Data Driven Instruction (DDI) Process.
- (3) Continued refinement of the MTSS system for students. Focus on early intervention for students.

In response to the areas needing improvement, professional development in the 2023-2024 school year included: teacher education on the analysis of student data, creating teacher exemplars, and breaking down the TEKS when making a know/show chart. PLC groups reviewed and analyzed TEKS and student data weekly.

At the end of this year-long focus on understanding the new data-driven instruction model, classroom walk-throughs demonstrate greater evidence of alignment to the state standards. Teachers demonstrate a greater proficiency in ensuring that students have clear success criteria as discussed during the learning standard breakdown and are more comfortable analyzing student data on assessments that are informal instead of just formal assessments such as MAP and STAAR.

Teacher continue to need additional practice in the implementation of data-driven instruction. While there has been much growth in this area over the school year, to reach a level of full proficiency teachers need to continue to practice these skills.

SHM offers two-way dual language, dyslexia, gifted and talented, ESL, speech and special education: self-contained, resource, and inclusion classes. We also have two classes of self-contained special education students who need more specialized instruction to support their learning needs.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least one hour a week in both reading (Lexia) and math (Dreambox). Students in all grades do a mix of online and in person lessons. All students participate in online MAP testing at least three times a year. State testing moved entirely online during the 2022-2023 school year. This includes STAAR and TELPAS.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled weekly PLCs.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms have a positive rewards

system in place.

As of February 2024, there were 21 referrals written in Focus. When a referral is written in Focus the students has already received restorative practice and teacher interventions. The number one offense was fighting and bullying was the second top offense. The top consequence was in lunch detention and the second highest consequence was in-school suspension. Looking at the subgroups that received referrals, 33% of the total referrals are Special Education students. 50% of our in-school suspensions are enrolled in Special Education. One Special Education students received lunch detention. The number one reporting category for our Branching Minds system, which is where we track lower level offenses shows that the number one reported concern is hitting.

School Processes & Programs Strengths

In 2021-2022 all K-3 teachers participated in the Science of Teaching Reading training, building their skills to effectively instruct early learners. In 2022-2023 we had four teachers plus our instructional coach complete the Science of Teaching Reading. In the 2023-2024 school we had an additional two teachers complete the Science of Teaching Reading course.

This school year the two way dual language program is all the way through the school (PK-5).

During the 2021- 2022 school year, 77 students were referred for the MTSS process and 21 were exited. There were 4 students referred for dyslexia testing and 17 students for special education testing. In 2022 - 2023 there were 56 referrals for MTSS The team referred 16 students for other disability evaluations (4 pending). Of the 12 completed evaluations, 1 Did Not Qualify, 2 Intellectual Disability, 1 Autism, 7 Specific Learning Disability (all have Dyslexia), and 1 Other Health Impaired plus SLD with Dyslexia. Currently, there have been 75 students referred to MTSS this year. Of those 75, 27 have been dismissed for a special education evaluation, placed in 504, or have seen enough progress to no longer require a meeting. This year we have referred 21 students for a special education evaluation, 11 of them are still in the evaluation process and 11 were identified with a specific learning disorder, 2 with an other health impairment, 6 with autism, and 2 did not qualify.

High impact tutoring began in early 2024, serving 64 students in grades 4 and 5 who did not meet expectation on the STAAR during the previous year. Students met with a teacher three days a week in groups with at least 4 students, but less than 10 students.

Common PLC time once a week for grade levels allowed them to work with the instructional coach, data analyst, assistant principal, and principal while learning the DDI process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 2 (Prioritized): End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 3 (Prioritized): The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 4 (Prioritized): The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 5 (Prioritized): The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Perceptions

Perceptions Summary

South Hi Mount Elementary seeks the feedback of all stakeholders, however we have not been able to have surveys since 2020.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. In the past two school years, South Hi Mount Elementary had very few incidents of negative behavior. In fact, there are significant decreases when compared with prior years. Professional development and the new conflict resolution program that started in the fall of 2018 and has made a difference. Actual data includes 30 discipline referrals in 2021-2022 compared to 33 discipline referrals in 2018-19 and 85 referrals in 2017-18. For the 2022-2023 school year we had 24 referrals from August - May. For the 23-24 school year from August-February we have 21 behavior referrals which is a increase over last year.

South Hi Mount Elementary also places a priority on creating a family and community friendly school environment. Community events include All Pro Dads once a six weeks with 40 participating dads and each House hosting a family event. Our Family Engagement Specialist works with the food bank to provide a community food pantry twice a month. The attendance of the food bank has doubled in the past year with approximately 100 families in attendance. The campus provides translations on the website and also with printed materials in most languages spoken in school. We also provide interpreters for school events, especially for events held early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home folders every day.

Perceptions Strengths

Our social media accounts have increased in popularity and currently have these numbers of followers: Facebook - 1,000 likes and 1,100 followers, X - 238 followers, Instagram - 688 followers, and 1,121 parents connected to Class Dojo .These platforms allow us quick turnaround to communicate with our families. Our food pantry averages 50 visitors each session and All-Pro Dads has 20 regular attendees.

Our 2020 parent survey showed that 96% of parents feel that the school responds promptly when they e-mail, call, or message us. Parent survey results also showed that 97% agree that the teachers make themselves available to parent. 94% of parents said they feel welcome at South Hi Mount Elementary and that our staff care about their child. Concurrent with parent survey results, 89% of students report having a teacher or child at school that they know will help them no matter what. Students reported that they feel respect from their teacher, with 88% reporting favorably. Teachers were surveyed about their perceptions of working at SHM. Results showed that 100% feel that we have an inviting work environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Fifty percent of in-school suspensions are Special Education students. **Root Cause:** There is not a consistent system in place to help teachers implement and progress monitor behavior goals and plans consistently.

Problem Statement 2 (Prioritized): The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 3: Discipline referrals are 33% Special Education students even though they are only 13% of our population **Root Cause:** There is not a consistent system in place to help teachers implement and progress monitor behavior goals and plans consistently.

Problem Statement 4 (Prioritized): African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 5 (Prioritized): End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6 (Prioritized): End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Priority Problem Statements

Problem Statement 1: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice.

Root Cause 1: Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population.

Root Cause 2: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population.

Root Cause 3: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Middle of the year MAP Growth scores in second grade reading show only 34% meeting their growth projection measure.

Root Cause 4: Students have not received regular, quality Tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Middle of the year MAP Growth scores in second grade math show only 36% meeting their growth projection measure.

Root Cause 5: Students have not received regular, quality Tier 1 instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences.

Root Cause 6: School staff have not stressed the importance of attendance to all our families.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Fifty percent of in-school suspensions are Special Education students.

Root Cause 7: There is not a consistent system in place to help teachers implement and progress monitor behavior goals and plans consistently.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population.

Root Cause 8: Teachers lack culturally competent behavior management strategies.

Problem Statement 8 Areas: Demographics - Student Learning - Perceptions

Problem Statement 9: The percentage of "at risk" students has risen by 4% in one year.

Root Cause 9: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 10: The percentage of mobility in students has increased 3% in one year.

Root Cause 10: We have not been able to adequately respond to student needs while they are in transition.

Problem Statement 10 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 23, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 37% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 95 % to 98% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95 % to 98% by May 2025.

Increase the percentage of ELL students from 91% to 95% by May 2025.

Evaluation Data Sources: CLI

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Creative Curriculum and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Quality Tier One instruction for all students

Staff Responsible for Monitoring: Admin Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 6 - Student Learning 4, 7 - School Processes & Programs 2, 3 - Perceptions 2, 6

Action Step 1 Details	Reviews			
Action Step 1: Supplies and materials to support classroom instruction will be provided to teachers. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Team Date(s) / Timeframe: Ongoing Collaborating Departments: Teaching & Learning	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Student Learning

Problem Statement 4: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 7: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

School Processes & Programs

Problem Statement 2: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 3: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Perceptions

Problem Statement 2: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 37% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 57% to 62% 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 40% to 45% by May 2025.

Increase the percentage of African American students from 33% to 38% by May 2025.

Evaluation Data Sources: MAP Fluency

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

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin team, Campus Instructional Coach (CIC)

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 1, 3 - Perceptions 2, 5

Action Step 1 Details	Reviews			
Action Step 1: Instructional coach will provide support, feedback, model lessons, and training to implement quality Tier one instruction that is culturally responsive. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: Ongoing Collaborating Departments: Teaching & Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Book Vending Machine and books for the machine will be purchased to support reading for all students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin, Librarian</p> <p>Date(s) / Timeframe: September 2024</p> <p>Collaborating Departments: Library Media</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Book Vending Machine - TITLE I (211) - 211-11-6398-04E-166-30-510-000000-25F10 - \$5,000, Books for Book Vending Machine - TITLE I (211) - 211-11-6329-04E-166-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p>
Student Learning
<p>Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p>
<p>Problem Statement 7: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. Root Cause: Teachers need more training to be at a proficient level of DDI execution.</p>
School Processes & Programs
<p>Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p>
<p>Problem Statement 3: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. Root Cause: Teachers need more training to be at a proficient level of DDI execution.</p>
Perceptions
<p>Problem Statement 2: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. Root Cause: Teachers need more training to be at a proficient level of DDI execution.</p>

Perceptions

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 37% 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 49% to 54% 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 63% to 68% 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 34% to 39% by May 2025.

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 6 - Student Learning 4, 5 - School Processes & Programs 2 - Perceptions 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Tutoring will be provided by teachers after school in order to address gaps in learning.</p> <p>Intended Audience: Students in need of extended day tutoring for intervention.</p> <p>Provider / Presenter / Person Responsible: Teachers, admin team</p> <p>Date(s) / Timeframe: January - March</p> <p>Collaborating Departments: Teaching & Learning</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Pay for teachers to tutor after school - SCE (199 PIC 24) - 199-11-6117-001-166-24-313-000000- - \$5,000, Pay for teachers to tutor after school - TITLE I (211) - 211-11-6116-04E-166-30-510-000000-25F10 - \$10,276</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Supplies will be purchased to supplement the instruction of our special education students to access general education TEKS.</p> <p>Intended Audience: Special Education Students</p> <p>Provider / Presenter / Person Responsible: Sped teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Special education</p> <p>Funding Sources: Supplies & Resources for Sped Students - SPED (199 PIC 23) - \$5,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Accelerated Reader Program will be purchase to support students in reading fluency and comprehension.</p> <p>Intended Audience: Teachers & Students</p> <p>Provider / Presenter / Person Responsible: Admin, Librarian</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Library Media Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Accelerated Reader Program - TITLE I (211) - 211-11-6396-04E-166-30-510-000000-25F10 - \$4,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans. 75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin team, CIC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 6, 8 - Student Learning 4, 10 - School Processes & Programs 2, 4 - Perceptions 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will attend in district and out of district professional development opportunities as they arise for their grade level/content.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: PD Providers, Admin Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Subs so teachers can attend PD - BASIC (199 PIC 11) - 199-11-6112-XXX-166-11-313-000000- - \$1,000, Registration costs for teachers to attend PD - BASIC (199 PIC 11) - 199-11-6411-XXX-166-11-313-000000- - \$1,000, Subs so teachers can attend PD - UNDISTRIBUTED (199 PIC 99) - 199-36-6112-XXX-166-99-313-000000- - \$2,000, Registration costs for teachers to attend PD - UNDISTRIBUTED (199 PIC 99) - 199-12-6411-XXX-166-99-313-000000- - \$3,000, Registration costs for teachers to attend PD - TITLE I (211) - 211-13-6411-04E-166-30-510-000000-25F10 - \$1,000, Subs so teachers can attend PD - TITLE I (211) - 211-11-6112-OPD-166-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: A team of teachers will attend the Ron Clark Academy professional development in Atlanta, GA.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Ron Clark Academy</p> <p>Date(s) / Timeframe: November, 2024</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Travel for Teachers - TITLE I (211) - 211-13-6411-04E-166-30-510-000000-25F10 - \$7,724, Subs for Teachers to attend RCA - TITLE I (211) - 211-11-6112-OPD-166-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Student Learning

Problem Statement 4: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 5: Middle of the year MAP Growth scores in second grade reading show only 34% meeting their growth projection measure. **Root Cause:** Students have not received regular, quality Tier 1 instruction.

Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

School Processes & Programs

Problem Statement 2: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Perceptions

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 30% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 93% to 96% by May 2025.
Increase the percentage of Emergent Bilingual students from 91% to 94% by May 2025.

Evaluation Data Sources: Circle Math

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.
90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team





Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 5, 7, 8 - Student Learning 3, 9, 10 - School Processes & Programs 1, 4 - Perceptions 4, 5

Action Step 1 Details	Reviews			
Action Step 1: Master schedule will provide time for an extended PLC once a week for all K-5 teachers during the instructional day. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Teaching & Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Sirius educational prep program licenses will be purchased for all students in grades 3-5.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Funding Sources: Sirius Licenses for students - TITLE I (211) - 211-11-6329-04E-166-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p> <p>Problem Statement 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. Root Cause: Teachers lack culturally competent behavior management strategies.</p> <p>Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>
Student Learning
<p>Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p> <p>Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. Root Cause: Teachers lack culturally competent behavior management strategies.</p> <p>Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>
School Processes & Programs
<p>Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. Root Cause: Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.</p> <p>Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>

Perceptions

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 30% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 85% 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 60% by May 2025.

Evaluation Data Sources: TX-KEA

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team

Title I:


2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math

Problem Statements: Demographics 5 - Student Learning 3, 6 - School Processes & Programs 1 - Perceptions 5


Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional materials & headphones will be purchased in order to provide differentiation and acceleration for struggling students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Date(s) / Timeframe: October, 2024</p> <p>Funding Sources: Instructional materials for SCE students - SCE (199 PIC 24) - 199-11-6399-001-166-24-313-000000 - \$370, Headphones for students - TITLE I (211) - 211-11-6399-04E-166-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Student Learning

Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6: Middle of the year MAP Growth scores in second grade math show only 36% meeting their growth projection measure. **Root Cause:** Students have not received regular, quality Tier 1 instruction.

School Processes & Programs

Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Perceptions

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 30% 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 49% to 54% by May 2025.

Increase the percentage of African American students from 34% to 39% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team

Title I:

2.5, 2.6, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, 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: Demographics 1, 5, 7 - Student Learning 3, 6, 7, 8, 9 - School Processes & Programs 1, 3 - Perceptions 2, 4, 5

Action Step 1 Details	Reviews			
Action Step 1: Campus Instructional Coach and Admin will provide ongoing PD and support for teachers in order to utilize their data to inform instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: CIC, Admin Team Date(s) / Timeframe: Ongoing Collaborating Departments: ADQ Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Supplies and materials to supplement classroom instruction will be purchased.</p> <p>Intended Audience: Students & Teachers</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Supplemental materials - TITLE I (211) - 211-11-6399-04E-166-30-510-000000-25F10 - \$9,512</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: All In Learning Licenses will be purchased to help all teachers keep track of data and provide formative assessments.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: All In Learning</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: All In Learning Licenses for Teachers - TITLE I (211) - 211-11-6396-04E-166-30-510-000000-25F10 - \$4,600, Training on All In Learning - TITLE I (211) - 211-13-6299-04E-166-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Tutoring will be provided as a pullout during the instructional day to supplement instruction.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Pull out tutors</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Leading & Learning, Curriculum & Instruction</p> <p>Delivery Method: In person</p> <p>Funding Sources: Pay for pull out tutoring - TITLE I (211) - 211-11-6117-04E-166-30-510-000000-25F10 - \$25,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Student Learning

Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6: Middle of the year MAP Growth scores in second grade math show only 36% meeting their growth projection measure. **Root Cause:** Students have not received regular, quality Tier 1 instruction.

Problem Statement 7: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 8: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

School Processes & Programs

Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 3: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Perceptions

Problem Statement 2: The implementation of the new data-driven instruction (DDI) has presented a challenge in the use of the model to impact classroom instructional practice. **Root Cause:** Teachers need more training to be at a proficient level of DDI execution.

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

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 46% to 56% by May 2025. Increase the percentage of Emergent Bilinguals from 37% to 45% by May 2025.

Evaluation Data Sources: STAAR Reading

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.
 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team, CIC





Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 8 - Student Learning 8, 10 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Classroom materials & supplies will be purchased in order to differentiate learning for our Bilingual/ESL students</p> <p>Intended Audience: Bilingual/ESL students</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Bilingual/ESL</p> <p>Funding Sources: Materials, supplies, & resources for Bilingual/ESL students. - BEA (199 PIC 25) - 199-11-6399-001-166-25-313-000000 - \$1,343</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Materials will be purchased to allow for projects & acceleration for students in the classroom.</p> <p>Intended Audience: GT students</p> <p>Provider / Presenter / Person Responsible: Admin, Teachers</p> <p>Date(s) / Timeframe: January, 2025</p> <p>Collaborating Departments: GT</p> <p>Funding Sources: Supplies & Resources for classroom - GT (199 PIC 21) - \$1,075</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. Root Cause: School staff have not stressed the importance of attendance to all our families.</p>
<p>Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>
Student Learning
<p>Problem Statement 8: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. Root Cause: School staff have not stressed the importance of attendance to all our families.</p>
<p>Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>
School Processes & Programs
<p>Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 40% to 50% by May 2025. Increase the percentage of Emergent Bilinguals from 33% to 38% by May 2025.

Evaluation Data Sources: STAAR Math

Strategy 1: Provide teachers with professional learning and coaching support, including the use of tools/resources, to analyze student performance data to provide high quality instruction aligned to academic and social emotional needs of students.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.
 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin team, CIC, counselor

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 7, 8, 9 - Student Learning 8, 9, 10, 11 - School Processes & Programs 4, 5 - Perceptions 1, 4

Action Step 1 Details	Reviews			
Action Step 1: Instructional Coach & Admin will meet weekly with teachers utilizing the DDI process to evaluate teaching strategies and student work to impact classroom instruction. Intended Audience: teachers Provider / Presenter / Person Responsible: Admi & Coach Date(s) / Timeframe: Ongoing (weekly) Collaborating Departments: curriculum & instruction Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks,

classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 5, 6 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 5, 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.</p> <p>Intended Audience: Students & Staff</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Operational Support - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-166-99-313-000000- - \$10,150</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Reading Is Fundamental (RIF) books will be purchased so that all students will receive books to take home.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Librarian</p> <p>Date(s) / Timeframe: October, 2024</p> <p>Collaborating Departments: Library Media</p> <p>Delivery Method: In Person</p> <p>Funding Sources: RIF Books - TITLE I (211) - 211-61-6329-04L-166-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 9: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Student Learning

Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 4: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 8: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 11: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

School Processes & Programs

Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

School Processes & Programs

Problem Statement 2: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 5: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Perceptions

Problem Statement 1: Fifty percent of in-school suspensions are Special Education students. **Root Cause:** There is not a consistent system in place to help teachers implement and progress monitor behavior goals and plans consistently.

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 6: End of the year MAP Growth scores in reading (% met growth) show an achievement gap of 19 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

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 15% to 12% by May 2025.

Decrease the number and percentage of two or more races from 46% to 41% by May 2025.

Evaluation Data Sources: Focus Attendance

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

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6, 4.1





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 5, 7, 8, 9 - Student Learning 3, 8, 9, 10, 11 - School Processes & Programs 1, 4, 5 - Perceptions 4, 5

Action Step 1 Details	Reviews			
<p>Action Step 1: Family Engagement Specialist will make daily calls to all absent students to provide support and resources as needed.</p> <p>Intended Audience: Students and families</p> <p>Provider / Presenter / Person Responsible: Counselors</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Guidance & Counseling, Parent Partnerships</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

Problem Statement 1: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 9: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Student Learning

Problem Statement 3: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 8: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. **Root Cause:** School staff have not stressed the importance of attendance to all our families.

Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 11: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

School Processes & Programs

Problem Statement 1: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 5: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Perceptions

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Perceptions

Problem Statement 5: End of year MAP scores in math (% met growth) show an achievement gap of 25 points between White and African American students. Both groups have even numbers in our student population. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

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 overall number of discipline referrals by school personnel from 40 to 35 by May 2025.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 11 to 6 by May 2025.

High Priority

Evaluation Data Sources: Focus Discipline Reports

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

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 7 - Student Learning 9 - Perceptions 1, 4

Action Step 1 Details	Reviews			
Action Step 1: Student support team meetings will occur for each grade level once a quarter to provide a wraparound approach to providing instructional and behavioral supports to students in need. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: September, December, February	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 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Student Learning

Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Perceptions

Problem Statement 1: Fifty percent of in-school suspensions are Special Education students. **Root Cause:** There is not a consistent system in place to help teachers implement and progress monitor behavior goals and plans consistently.

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

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 Economically Disadvantaged from 1.2 to .9 by May 2025.

Evaluation Data Sources: Focus Discipline

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 7, 8, 9 - Student Learning 9, 10, 11 - School Processes & Programs 4, 5 - Perceptions 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional Development and resources will be provided in order to support behavior and engagement of our economically disadvantaged students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin. Team, Counselor</p> <p>Date(s) / Timeframe: September</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 7: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 9: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Student Learning

Problem Statement 9: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 11: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

School Processes & Programs

Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 5: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Perceptions

Problem Statement 4: African American students have a disproportionate rate of student behavior referrals. They make up 42% of referrals and 15% of student population. **Root Cause:** Teachers lack culturally competent behavior management strategies.

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 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 20 by May 2024.

Evaluation Data Sources: Sign-in sheets from school events and school calendar.

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.

90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.

90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Admin Team

Title I:

2.4, 2.6, 4.2

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Demographics 1, 8, 9 - Student Learning 8, 10, 11 - School Processes & Programs 4, 5

Action Step 1 Details	Reviews			
<p>Action Step 1: We will provide outside of school events around different topics related to parent, student, and teacher interest in order to increase communication, involvement, and student achievement.</p> <p>Intended Audience: Parents, Students</p> <p>Provider / Presenter / Person Responsible: Internal & External Providers (i.e. Museum of Science & History, All Pro Dads)</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Family Engagement, Guidance & Counseling</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Registration for Family Science Night at FWMSH - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-166-30-510-000000-25F10 - \$800, Supplies & Food for parent event - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-166-30-510-000000-25F10 - \$375</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: We will purchase a SMORE team license to allow us to provide a consistent communication platform to share information with internal and external stakeholders.</p> <p>Intended Audience: Families & Staff</p> <p>Provider / Presenter / Person Responsible: Smore/Admin Team</p> <p>Date(s) / Timeframe: September</p> <p>Funding Sources: Smore Teams Subscription for up to 10 users - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-166-30-510-000000-25F10 - \$1,350</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.</p> <p>Intended Audience: Students & staff</p> <p>Provider / Presenter / Person Responsible: Admin Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Operations Support - BASIC (199 PIC 11) - 199-11-6399-XXX-166-11-313-000000- - \$13,150</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. Root Cause: School staff have not stressed the importance of attendance to all our families.</p>
<p>Problem Statement 8: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>
<p>Problem Statement 9: The percentage of mobility in students has increased 3% in one year. Root Cause: We have not been able to adequately respond to student needs while they are in transition.</p>
Student Learning
<p>Problem Statement 8: In the 2023-2024 school year, we have 14% of our students who are chronically absent, 10+ absences. Root Cause: School staff have not stressed the importance of attendance to all our families.</p>
<p>Problem Statement 10: The percentage of "at risk" students has risen by 4% in one year. Root Cause: Students are struggling with factors, including trauma, that make it difficult to concentrate at school.</p>

Student Learning

Problem Statement 11: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

School Processes & Programs

Problem Statement 4: The percentage of "at risk" students has risen by 4% in one year. **Root Cause:** Students are struggling with factors, including trauma, that make it difficult to concentrate at school.

Problem Statement 5: The percentage of mobility in students has increased 3% in one year. **Root Cause:** We have not been able to adequately respond to student needs while they are in transition.

Site-Based Decision Making Committee

Committee Role	Name	Position
Business Representative	Michael Moynihan	Community Member
Non-classroom Professional	Leah Sutphin	Diagnostician
Community Representative 2	Vanessa Crump	FWAS Coordinator
DERC Representative 1	Ashley Quintana	Librarian/DERC
District-level Professional	John Winchell	District Level Rep
Parent 3	Malia Hubbard	Parent Representative
Parent 2	Nancy Molina	Parent Representative
Parent 1	Pete Cardenas	Parent Representative
Community Representative 1	Cathy Sweeney	Community Member
Classroom Teacher 4	Marissa Black	Teacher
DERC Representative 2	Jeff Adams	Teacher/ DERC
Classroom Teacher 2	Eva Ribota	Teacher
Classroom Teacher 1	Azucena Jimenez	Teacher
Administrator	Melissa Bryan	Principal
Administrator	Elizabeth Foreman	Assistant Principal

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Book Vending Machine	Equipment	211-11-6398-04E-166-30-510-000000-25F10	\$5,000.00
1	2	1	2	Books for Book Vending Machine	Reading materials & Software for classroom use	211-11-6329-04E-166-30-510-000000-25F10	\$3,000.00
1	3	1	1	Pay for teachers to tutor after school	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-166-30-510-000000-25F10	\$10,276.00
1	3	1	3	Accelerated Reader Program	Technology for instructional use	211-11-6396-04E-166-30-510-000000-25F10	\$4,500.00
1	3	2	1	Registration costs for teachers to attend PD	Travel for Teachers (PD)	211-13-6411-04E-166-30-510-000000-25F10	\$1,000.00
1	3	2	1	Subs so teachers can attend PD	Subs for professional development	211-11-6112-0PD-166-30-510-000000-25F10	\$5,000.00
1	3	2	2	Travel for Teachers	Travel for Teachers (PD)	211-13-6411-04E-166-30-510-000000-25F10	\$7,724.00
1	3	2	2	Subs for Teachers to attend RCA	Subs for professional development	211-11-6112-0PD-166-30-510-000000-25F10	\$2,000.00
2	1	1	2	Sirius Licenses for students	Reading materials & Software for classroom use	211-11-6329-04E-166-30-510-000000-25F10	\$5,000.00
2	2	1	1	Headphones for students	Supplies and materials for instructional use	211-11-6399-04E-166-30-510-000000-25F10	\$5,000.00
2	3	1	2	Supplemental materials	Supplies and materials for instructional use	211-11-6399-04E-166-30-510-000000-25F10	\$9,512.00
2	3	1	3	All In Learning Licenses for Teachers	Technology for instructional use	211-11-6396-04E-166-30-510-000000-25F10	\$4,600.00
2	3	1	3	Training on All In Learning	Contracted professional development	211-13-6299-04E-166-30-510-000000-25F10	\$2,500.00
2	3	1	4	Pay for pull out tutoring	Tutors with degree or certified	211-11-6117-04E-166-30-510-000000-25F10	\$25,000.00
3	2	2	2	RIF Books	Take home books for parental engagement	211-61-6329-04L-166-30-510-000000-25F10	\$2,000.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$92,112.00
Budgeted Fund Source Amount							\$92,112.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Registration for Family Science Night at FWMSH	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-166-30-510-000000-25F10	\$800.00
4	4	1	1	Supplies & Food for parent event	Snacks for parents to promote participation	211-61-6499-04L-166-30-510-000000-25F10	\$375.00
4	4	1	2	Smore Teams Subscription for up to 10 users	Supplies and materials for parental involvement	211-61-6399-04L-166-30-510-000000-25F10	\$1,350.00
Sub-Total							\$2,525.00
Budgeted Fund Source Amount							\$2,525.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Registration costs for teachers to attend PD	INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-166-11-313-000000-	\$1,000.00
1	3	2	1	Subs so teachers can attend PD	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-166-11-313-000000-	\$1,000.00
4	4	1	3	Operations Support	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-166-11-313-000000-	\$13,150.00
Sub-Total							\$15,150.00
Budgeted Fund Source Amount							\$15,150.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Supplies & Resources for classroom	GENERAL SUPPLIES		\$1,075.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$1,075.00
Budgeted Fund Source Amount							\$1,075.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies & Resources for Sped Students	INSTRUCTIONAL MATERIALS		\$5,500.00
Sub-Total							\$5,500.00
Budgeted Fund Source Amount							\$5,500.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Pay for teachers to tutor after school	Tutors with degree or certified	199-11-6117-001-166-24-313-000000-	\$5,000.00
2	2	1	1	Instructional materials for SCE students	Supplies and materials for instructional use	199-11-6399-001-166-24-313-000000-	\$370.00
Sub-Total							\$5,370.00
Budgeted Fund Source Amount							\$5,370.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials, supplies, & resources for Bilingual/ESL students.	Supplies and materials - instruction	199-11-6399-001-166-25-313-000000	\$1,343.00
Sub-Total							\$1,343.00
Budgeted Fund Source Amount							\$1,343.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Registration costs for teachers to attend PD	INSTRCTNL RES/MED SVCS TRAVEL - EMPLOYEE ONLY	199-12-6411-XXX-166-99-313-000000-	\$3,000.00
1	3	2	1	Subs so teachers can attend PD	COCURRICULAR/ EXTRACURRIC SUBS - PROFESSIONAL	199-36-6112-XXX-166-99-313-000000-	\$2,000.00
3	2	2	1	Operational Support	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-166-99-313-000000-	\$10,150.00
Sub-Total							\$15,150.00
Budgeted Fund Source Amount							\$15,150.00
+/- Difference							\$0.00
Grand Total Budgeted							\$138,225.00
Grand Total Spent							\$138,225.00
+/- 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