

Fort Worth Independent School District
171 Tanglewood Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement-

At Tanglewood, we strive to prepare ALL students for success in college, career, and community leadership. All Tanglewood students will gain the ability to problem solve, communicate clearly and effectively, and make a positive impact in the community.

Vision

Vision Statement-

At Tanglewood, we foster a growth mindset and believe ALL students are capable of participating in advanced academics and achieving at high-levels.

Value Statement

School Motto/Pledge-

We are the Tanglewood Tigers. We are here to learn; therefore, I am respectful, responsible, safe, and prepared.

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Comprehensive Needs Assessment

Revised/Approved: May 28, 2024

Demographics

Demographics Summary

Tanglewood is an exemplary neighborhood school serving a diverse group of students in Pre-K through 5th grade. Tanglewood is an A-rated campus under the Texas Education Agency's accountability system for student achievement, student progress, and closing student learning gaps. In addition, Tanglewood earned all six possible distinctions in 2022: reading, math, science, closing the gaps, comparative growth, and post-secondary readiness. Our school community is highly involved- teachers, staff, and parents work together to create a safe and supportive environment for all students. We have 564 students currently enrolled at Tanglewood.

Student Demographics

Economically Disadvantaged 19%

Special Education 14%

Emergent Bilingual 8%

504 Eligible 6%

Gifted and Talented 25%

Mobility Rate 14%

Asian 5%

Black 10%

Hispanic 14%

Two or More 1%

White 70%

Staff

We have 32 highly-qualified teachers serving students in PK-5th grade general education, art, music, physical education, dyslexia, and special education. Four of our teachers hold advanced degrees. All of our teachers are certified in gifted and talented instruction. Seventy-four percent of our teachers have more than ten years of teaching experience. Twenty-six of our teachers are TIA Certified at masters or exemplary.

Parents

We have approximately 300 families at Tanglewood. Our parents are highly involved and support our rigorous academic expectations. We have 60 parents serving on our PTA board and almost 100% of our parents are PTA members.

District

Fort Worth ISD is a large urban school district serving approximately 70,000 students on 144 campuses.

Demographics Strengths

We have a diverse student body representative of over 15 different countries and languages. International families come to Fort Worth for work and several of the big corporations have liaisons who assist families in finding housing in our neighborhood due to our exemplary academic programs. This adds cultural and linguistic diversity to our school community. We have partnered with *Be Human Kindness*, a non-profit organization that helps Ukrainian refugee families find housing, employment, and schooling for their children. Many of these children attend Tanglewood upon arrival and we are grateful to be able to provide a safe and welcoming environment for them.

Twenty-five percent of our students are identified as gifted and talented and we run a school-wide GT program. All of our teachers are certified in GT instruction. All students are treated as GT and participate in advanced academics and enrichment opportunities.

We have an extremely generous and supportive community. Our PTA board consists of 60 volunteer leaders and we have over 100 parents who consistently volunteer in school. Parents are truly our partners in education. PTA raises and spends approximately \$800 per student per year.

We offer multiple enrichment opportunities for all students including conversational Spanish instruction, STEAM lessons in our state-of-the-art Think Tank, hands-on activities in our Outdoor Learning Center, and audiovisual recording opportunities in our LAVA Recording Studio.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is below our campus expectation of 97%. Our average daily attendance for 2023-2024 was 95.78% **Root Cause:** Winter illness hit our campus hard. In January and February, we had several weeks with 60-70 students absent daily. Our average daily attendance for the first semester was 96.32%.

Student Learning

Student Learning Summary

Tanglewood earned an A-rating from TEA for the 2021-2022 school year for student achievement, student progress, and closing student learning gaps. Tanglewood also earned all six possible distinctions under the elementary TEA accountability system. We are still waiting for TEA to release accountability for the 2023-2024 school year.

For the 2023-2024 school year, our students performed on district interim assessments as follows:

3rd Grade Math

November 2023- Approaches 82%, Meets 78%, Masters 64%

February 2024- Approaches 87%, Meets 82%, Masters 51%

4th Grade Math

November 2023- Approaches 68%, Meets 57%, Masters 46%

February 2024- Approaches 84%, Meets 69%, Masters 55%

5th Grade Math

November 2023- Approaches 81%, Meets 74%, Masters 57%

February 2024- Approaches 85%, Meets 78%, Masters 37%

3rd Grade Reading

October 2023- Approaches 85%, Meets 75%, Masters 60%

February 2024- Approaches 92%, Meets 70%, Masters 31%

4th Grade Reading

October 2023- Approaches 91%, Meets 86%, Masters 70%

February 2024- Approaches 94%, Meets 87%, Masters 64%

5th Grade Reading

October 2023- Approaches 90%, Meets 78%, Masters 69%

February 2024- Approaches 88%, Meets 84%, Masters 77%

STAAR Scores 2024 with Comparisons to 2023 in Parentheses

3rd Grade Math- 93% Approaches (+1), 75% Meets (=), 45% Masters (+8)

4th Grade Math- 95% Approaches (+3), 77% Meets (=), 44% Masters (-4)

5th Grade Math- 86% Approaches (-9), 67% Meets (-8), 33% Masters (-10)

3rd Grade Reading- 92% Approaches (-4), 82% Meets (-2), 40% Masters (-3)

4th Grade Reading- 97% Approaches (+2), 92% Meets (+12), 71% Masters (+13)

5th Grade Reading- 93% Approaches (-2), 74% Meets (-10), 67% Masters (+6)

5th Grade Science- 78% Approaches (-17), 48% Meets (-22), 21% Masters (-31)

For the 2023-2024 school year, our students performed on the MAP Growth assessments as follows:

May 2024- Average Achievement Percentiles Math

KG- 99th

1st- 93rd

2nd- 97th

3rd- 97th

4th- 96th

5th- 85th

May 2024- Average Achievement Percentiles Reading

KG- 95th

1st- 95th

2nd- 92nd

3rd- 97th

4th- 97th

5th- 91st

MAP Growth Measure

May 2024- 64% of students met/exceeded their growth goal in math and 58% of students met/exceeded their growth goal in reading. The national norm is 50%.

MAP Fluency Measure

82% of KG-3rd grade students met or exceeded the expectation for key MAP Fluency indicators.

PK Circle Assessment- May 2024

Letter Naming- 93% Mastery

Vocabulary- 98% Mastery

Phonemic Awareness- 98% Mastery

Math- 100% Mastery

Student Learning Strengths

Our students achieve at high levels as measured by state and local assessments. Tanglewood earned a total score of 97 points out of 100 on our 2021-2022 TEA school report card. Tanglewood also earned the number one spot overall in our campus comparison group. We are still waiting for 2023-2024 accountability measures to be released by TEA.

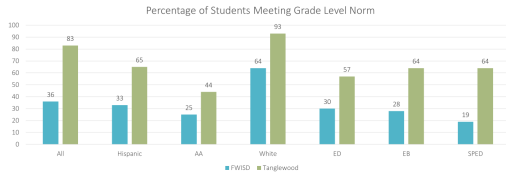
TELPAS 2024: 65% percent of students scored at the Advanced/Advanced High level.

Twenty-nine percent of Emergent Bilingual students increased their TELPAS composite rating by one (or more) level(s).

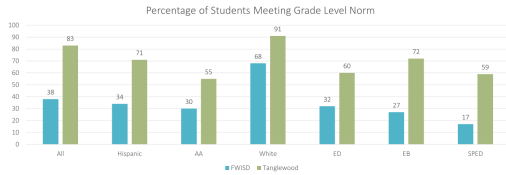
Our average student achievement percentile for EOY MAP Growth Math is 81.

Our average student achievement percentile for EOY MAP Growth Reading is 79.

MAP Growth Math Breakdown Comparison



MAP Growth Reading Breakdown Comparison



Our percentage of Hispanic and African American students meeting/exceeding RIT score norms is 26% higher in math and 31% higher in reading as compared to their FWISD counterparts.

Our Special Education, Economically Disadvantaged, and Emergent Bilingual students are out-performing their FWISD counterparts by 36%.

Ninety-seven percent of students in KG-5th grade are working on or above grade level in Lexia Core 5.

Students in KG-5th grade made an average growth of 1.5 grade levels in DreamBox math.

We had double digit gains in 4th grade reading (both meets and masters) as compared to 2023.

Sixty-three percent of our KG and 4th grade students met or exceeded their growth goal in reading as measured by MAP Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our overall STAAR scores dropped by 3 percentage points in approaches, 3 percentage points in meets, and 1 percentage point in masters. Our 5th grade cohort performed below expectations in math **Root Cause:** We did not start 3rd-5th grade tutorials until March. Fifth grade instruction was often disrupted by off-task behaviors. These teachers were not able to teach "bell to bell" on many days. High-quality tier one instruction did not meet the needs of all learners.

Problem Statement 2 (Prioritized): Our 1st grade cohort had 48% of students meeting or exceeding their BOY to EOY growth goal in reading as measured by MAP Growth. This is a six point decrease from 2022-2023. **Root Cause:** The skills portion of our reading curriculum is highly aligned to the science of teaching reading and is very student-centered but the knowledge portion lacks opportunities for students to read, interact with, and respond to tier one text.

School Processes & Programs

School Processes & Programs Summary

Tanglewood teachers utilize district curricular resources and pacing guides to plan, prepare, and deliver lessons to students. Teachers collaborate weekly in grade level and/or content area professional learning communities (PLCs) to design instructional units. All lessons are aligned to state standards and student activities are an accurate measure of expected student outcomes. Teachers supplement the district curriculum with research-based advanced academic materials. Teachers maintain high expectations for student progress and student achievement. Students participate in the goal-setting process using their individual data.

Tanglewood teachers participate and engage in professional development activities through Fort Worth ISD, Region 11, local and national conferences, and campus-based learning. Several Tanglewood teachers are invited to present at educational conferences annually. Our campus instructional coach offers relevant and meaningful content sessions throughout the school year.

Tanglewood has several teams and committees in place to provide consistent feedback and input to the principal. The Site-Based Decision Making team meets six times per year to review data, procedures, and processes. The instructional leadership team meets monthly to review student data and instructional practices. The administrative leadership team meets weekly to review student data, plan and prepare schedules and events, and identify areas of need. The principal meets monthly with the PTA finance committee and the PTA board to determine areas of need, plan and coordinate special events, and provide support for students, staff, and teachers. The principal makes herself available to all stakeholders and engages in informal data collection through conversations and written exchanges.

Clear, consistent, and accurate communication is an integral part of the success of Tanglewood. The principal collaborates with stakeholders to create handbooks for students, staff, and parents prior to the start of school each year. Meetings are held prior to the start of school to communicate the expectations, procedures, and processes outlined in the handbooks. Explicit calendars and schedules are developed and shared with all stakeholders. The principal communicates with staff weekly through an interactive newsletter. This weekly bulletin serves as the guidebook for the week. The principal communicates with parents multiple times per week via BlackBoard Parent Link to share weekly updates and reminders. Each teacher sends out weekly e-blasts to parents informing them of the weekly curricular focus and special events. Our school social media accounts are used by all stakeholders to share positive news and showcase our exemplary school.

Schedules are developed early and revised throughout the year to ensure student progress and success. All schedules are designed to maximize student learning and protect valuable instructional minutes. Schedules for special education, 504, dyslexia, emergent bilinguals, and academic intervention are designed first to ensure these students are provided the support they need outside of the core instructional blocks.

Technology is integrated into student learning and is viewed as a tool to enhance learning. Screen time is monitored and teachers strive to balance technology with authentic, hands-on learning activities.

Tanglewood believes in a well-rounded school experience for ALL students. We provide multiple opportunities for students to engage in enrichment and extra-curricular activities. In addition to art, music, and PE, students participate in Spanish and STEAM lessons weekly. We offer an after school enrichment program where students can learn computer coding, drawing, cooking, tennis, Spanish, chess, and poetry. We have a campus running team that meets three afternoons per week and competes in local races throughout the year.

School Processes & Programs Strengths

Tanglewood has a rich history of tradition and academic excellence. Our academic and enrichment programs are valued by all stakeholders. Tanglewood places great emphasis on procedures, systems, and routines. Consistency and transparency are essential components of our campus operations.

Teachers maintain high expectations for student progress and student achievement. Students participate in the goal-setting process using their individual data.

Several Tanglewood teachers are invited to present at educational conferences annually. Our campus instructional coach offers relevant and meaningful content sessions throughout the school year.

Tanglewood has several teams and committees in place to provide consistent feedback and input to the principal. In addition, the principal makes herself available to all stakeholders and engages in informal data collection through conversations and written exchanges.

Tanglewood provides multiple opportunities for students to engage in enrichment and extra-curricular activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math.

Root Cause: Our librarian serves as the leader for literacy incentive programs but we do not have a counterpart for math.

Perceptions

Perceptions Summary

Tanglewood has a reputation of being one of the best elementary schools in the state of Texas. There is much pride associated with being a Tanglewood Tiger.

Parents are highly involved and partner with us to provide the best education for their children. Parents participate in conferences, attend special events, and volunteer throughout the year in a variety of roles. While parents trust us and support us, they also feel comfortable challenging us in a respectful way. We may not always agree on the outcomes, but the staff at Tanglewood strives to ensure that all stakeholders feel heard and appreciated.

While we do not collect formal data from students through surveys, informal feedback from students indicates that they are proud to be a Tanglewood Tiger, they feel welcomed and loved at Tanglewood, and they know how hard the adults in our building work to keep them safe. Parent feedback is also favorable- parents report feeling fortunate to have their children attend Tanglewood and they remain supportive of our high expectations.

We receive multiple transfer requests annually and parents from outside of the community report that, "...they only hear wonderful things about our sweet school." We have a very low staff turnover rate and we continue to receive multiple employment inquiries from educators despite a national shortage.

Perceptions Strengths

Tanglewood has a strong reputation in the city of Fort Worth and the state of Texas. We are one of just three elementary schools in FWISD who earned an A-rating on the 2021-2022 TEA report card for student achievement, student progress, and closing learning gaps.

In addition to our high test scores, Tanglewood is known as being an inclusive, welcoming school. We value diversity in all forms and ensure that every Tiger family feels known and appreciated. Tanglewood is a place where "everybody knows your name!" All students are greeted by name multiple times per day by staff members.

Tanglewood PTA partners with Texans Against School Violence (TASV) to provide a Safety Resource Officer (SRO) daily during school hours. This non-profit was formed by concerned citizens in the fall of 2022 to provide off-duty police protection to elementary schools. This program has been very successful. The goal of the program is to deter outside threats of violence, have a first-responder already on campus should the need arise, and to build positive relationships with the students, staff, and parents. These officers serve as role models to students and are not a part of the student discipline process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not currently collect quantitative data on parent or student perceptions via surveys nor do we have focus groups in place to collect data.

Root Cause: The district has paused surveys. As a campus, we have not made focus groups a priority.

Priority Problem Statements

Problem Statement 1: Student attendance is below our campus expectation of 97%. Our average daily attendance for 2023-2024 was 95.78%

Root Cause 1: Winter illness hit our campus hard. In January and February, we had several weeks with 60-70 students absent daily. Our average daily attendance for the first semester was 96.32%.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math.

Root Cause 2: Our librarian serves as the leader for literacy incentive programs but we do not have a counterpart for math.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We do not currently collect quantitative data on parent or student perceptions via surveys nor do we have focus groups in place to collect data.

Root Cause 3: The district has paused surveys. As a campus, we have not made focus groups a priority.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our overall STAAR scores dropped by 3 percentage points in approaches, 3 percentage points in meets, and 1 percentage point in masters. Our 5th grade cohort performed below expectations in math

Root Cause 4: We did not start 3rd-5th grade tutorials until March. Fifth grade instruction was often disrupted by off-task behaviors. These teachers were not able to teach "bell to bell" on many days. High-quality tier one instruction did not meet the needs of all learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our 1st grade cohort had 48% of students meeting or exceeding their BOY to EOY growth goal in reading as measured by MAP Growth. This is a six point decrease from 2022-2023.

Root Cause 5: The skills portion of our reading curriculum is highly aligned to the science of teaching reading and is very student-centered but the knowledge portion lacks opportunities for students to read, interact with, and respond to tier one text.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- Equity data
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 31, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 98% to 100% by May 2025.





Increase the percentage of economically disadvantaged students from 98% to 100% by May 2025.

Evaluation Data Sources: PK Circle Assessment Report

Strategy 1: Continue to provide time for PK teachers and assistants to collaborate during weekly PLCs to plan and prepare for effective implementation of phonemic awareness instruction.

Strategy's Expected Result/Impact: Increase percentage of meets/masters on EOY PK Circle Assessment.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a master schedule with common planning time for PK teachers. Create a weekly PLC schedule for the PK team to develop lesson plans that include targeted phonemic awareness instruction embedded in the Creative Curriculum thematic units.</p> <p>Intended Audience: PK Teachers and Assistants Provider / Presenter / Person Responsible: Dana McKenzie Date(s) / Timeframe: June 2024 Collaborating Departments: Doug Mocek Delivery Method: In person schedule review during in-service week in August 2024</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>				

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 82% to 85% by May 2025.

Increase the percentage of economically disadvantaged students who meet or exceed grade level expectations on key MAP Fluency indications from 71% to 75% by May 2025.





Evaluation Data Sources: NWEA MAP Fluency Assessment Report

Strategy 1: All students will meet or exceed their minimum usage goal each week on Lexia Core 5.

Strategy's Expected Result/Impact: Students will build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and score at meets/masters on MAP Fluency.

Staff Responsible for Monitoring: Dana McKenzie

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will collaborate with students to set weekly usage goals, provide time during the school day to meet/exceed these goals, and monitor progress/reteach difficult concepts.</p> <p>Intended Audience: KG-3rd Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Literacy Teachers KG-3rd</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Bobby Taylor, Dana McKenzie, Doug Mocek</p> <p>Delivery Method: Expectations will be set during in-service week. Teachers will create their own system and the leadership team will monitor student data and usage. Data will be discussed in weekly PLC meetings.</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide Tier 3 MTSS reading pull-out support to students in KG and 1st grade. Using BOY MAP Growth and Fluency data and BOY Independent Reading Level Assessment (local assessment) for KG and 1st grade, tier all students during PLCs and select the students who will qualify for Tier 3 pull-out reading support. Use progress monitoring checks and MOY data to adjust the groups accordingly.</p> <p>Intended Audience: KG and 1st Grade Teachers, Anne Abshire, and Sharon Nicol</p> <p>Provider / Presenter / Person Responsible: Dana McKenzie</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-171-11-313-000000- - \$6,300</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>				

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 58% to 62% by May 2025.





Increase the percentage of economically disadvantaged students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 51% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Reading Assessment Report

Strategy 1: Use high-quality literacy curricula aligned to the science of teaching reading as our core Tier 1 instruction in all grade levels (Amplify K-5). Supplement with advanced academic curricula to support our school-wide gifted and talented program: Wordly Wise, Think Up, Rooted in Reading, Novel Units, etc.

Strategy's Expected Result/Impact: All students will have access to quality tier one instruction daily. Teachers will collaborate to design standards-based lesson objectives and students will participate in instructional activities aligned to instruction that measure what is being taught.





Staff Responsible for Monitoring: Dana McKenzie and Doug Mocek

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure teachers have access to all curricular resources prior to the start of school. Communicate with district officials to ensure student counts are accurate for consumable materials delivery. Order supplemental instructional materials in August.</p> <p>Intended Audience: KG-5th Grade teachers Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek, Kristi Taylor, Grade Level Chairs Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD Textbook Warehouse Delivery Method: In Person</p> <p>Funding Sources: General Supplies for Instruction - GT (199 PIC 21) - \$1,764, General Supplies for Instruction - BEA (199 PIC 25) - 199-11-6399-001-171-25-313-000000 - \$405</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Strategy 2: Utilize Lexia Core 5 to remediate literacy instruction for Tier 2 and 3 students and accelerate learning for Tier 1 students.

Strategy's Expected Result/Impact: All students in KG-5th grade will complete a minimum of one year's worth of units in Core 5 and meet their growth goal on EOY MAP Growth Reading.

Staff Responsible for Monitoring: Dana McKenzie, Literacy Teachers

Action Step 1 Details	Reviews			
<p>Action Step 1: Review Core 5 expectations with literacy teachers during in-service week. Check posted daily schedules to ensure Core 5 time is embedded in the literacy block and/or enrichment time. Check student data and usage weekly.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Dana McKenzie</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Goal 2: Early Math

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





Performance Objective 1: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2025.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to teach math concepts daily through the Creative Curriculum thematic units. Measure student progress through quick-checks using the GOLD standards-based data collection system.

Strategy's Expected Result/Impact: Increased number sense, shape identification, and one to one correspondence

Staff Responsible for Monitoring: Hannah Severson and Erica Flores

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide weekly planning time for PK teachers to develop learning stations and activities using the Creative Curriculum framework.</p> <p>Intended Audience: PK Teachers and Assistants</p> <p>Provider / Presenter / Person Responsible: Hannah Severson and Erica Flores</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD Early Childhood</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>				

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of students who score at meets and masters (top two quintiles) on MAP Growth Math from 76% to 79% by May 2025.

Increase the percentage of special education students who score at approaches or higher (top three quintiles) on MAP Growth Math from 65% to 68% by May 2025.





Evaluation Data Sources: NWEA MAP Growth Math Reports

Strategy 1: Use high-quality math curricula aligned to state standards as our core Tier 1 instruction in all grade levels (Eureka K-5). Supplement with advanced academic curricula to support our school-wide gifted and talented program: Drops in the Bucket, Fast Facts, Think Up, DreamBox, etc.

Strategy's Expected Result/Impact: All students will have access to quality tier one instruction daily. Teachers will collaborate to design standards-based lesson objectives and students will participate in instructional activities aligned to instruction that measure what is being taught.

Staff Responsible for Monitoring: Math Teachers, Dana McKenzie, Doug Mocek

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure teachers have access to all curricular resources prior to the start of school. Communicate with district officials to ensure student counts are accurate for consumable materials delivery. Order supplemental instructional materials in August.</p> <p>Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Doug Mocek Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD Textbook Warehouse Delivery Method: In Person</p> <p>Funding Sources: General Supplies and Instructional Resources - SPED (199 PIC 23) - \$2,864</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize DreamBox math as both an intervention for students working below grade level and an acceleration tool for students working above grade level. Monitor above level students closely as 5.5 lessons per week can place them into the frustrational zone. Assigning two new lessons and three or more review lessons per week may be most appropriate for those students. For Tier 2 and 3 students, a minimum of six lessons per week is required.</p> <p>Intended Audience: KG-5th Grade Math Teachers</p> <p>Provider / Presenter / Person Responsible: Doug Mocek, Dana McKenzie, 5th Grade Math Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD Math Department</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>				

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 64% to 68% by May 2025.





Increase the percentage of African American students who meet or exceed projected growth on MAP Math from 46% to 50% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Math Reports

Strategy 1: Ensure fidelity to DreamBox math usage and lesson completion. Monitor student usage weekly and student growth each six weeks.

Strategy's Expected Result/Impact: Students will be able to solve multi-step problems using number sense, place value, algebraic reasoning, and geometry.





Staff Responsible for Monitoring: Math Teachers, Dana McKenzie, Doug Mocek

Action Step 1 Details	Reviews			
Action Step 1: DreamBox Math expectations with teachers during in-service week. Check posted daily schedules to ensure DreamBox time is embedded in the math block and/or enrichment time. Check student data and usage weekly.	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Provide a math incentive program similar to our current reading incentive program to increase student math skills and problem solving ability.

Strategy's Expected Result/Impact: This will provide additional math instruction, remediation, and acceleration for students.

Staff Responsible for Monitoring: Erin Elizabeth Doll, Ashlin Gentry, Stephanie Wellman

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide time and resources for the math incentive leaders to prepare for the program. Describe and explain the program to all stakeholders. Set meeting times and locations. Purchase resources for program.</p> <p>Intended Audience: All students Provider / Presenter / Person Responsible: Erin Elizabeth Doll Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Team Leads Delivery Method: In Person</p> <p>Funding Sources: General Supplies and Instructional Resources - SCE (199 PIC 24) - 199-11-6399-001-171-24-313-000000- - \$3,600</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 83% to 86% by May 2025. Increase the percentage of Economically Disadvantaged students from 48% to 52% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Use high-quality literacy curricula aligned to the science of teaching reading as our core Tier 1 instruction in all grade levels (Amplify K-5). Supplement with advanced academic curricula to support our school-wide gifted and talented program: Wordly Wise, Think Up, Rooted in Reading, Novel Units, etc.

Strategy's Expected Result/Impact: All students will have access to quality tier one instruction daily. Teachers will collaborate to design standards-based lesson objectives and students will participate in instructional activities aligned to instruction that measure what is being taught.





Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek, Bobby Taylor.

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure teachers have access to all curricular resources prior to the start of school. Communicate with district officials to ensure student counts are accurate for consumable materials delivery. Order supplemental instructional materials in August.</p> <p>Intended Audience: KG-5th Grade teachers Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek, Kristi Taylor, Grade Level Chairs Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD Textbook Warehouse 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>				

Strategy 2: Utilize Lexia Core 5 to remediate literacy instruction for Tier 2 and 3 students and accelerate learning for Tier 1 students.

Strategy's Expected Result/Impact: All students in KG-5th grade will complete a minimum of one year's worth of units in Core 5 and meet their growth goal on EOY MAP Growth Reading.

Staff Responsible for Monitoring: Dana McKenzie, Literacy Teachers

Action Step 1 Details	Reviews			
<p>Action Step 1: Review Core 5 expectations with literacy teachers during in-service week. Check posted daily schedules to ensure Core 5 time is embedded in the literacy block and/or enrichment time. Check student data and usage weekly.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Dana McKenzie</p> <p>Date(s) / Timeframe: August 2024- May 2025</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>				

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 74% to 77% by May 2025.
 Increase the percentage of Economically Disadvantaged students from 40% to 44% by May 2025.


Strategy 1: Use high-quality math curricula aligned to state standards as our core Tier 1 instruction in all grade levels (Eureka K-5). Supplement with advanced academic curricula to support our school-wide gifted and talented program: Drops in the Bucket, Fast Facts, Think Up, DreamBox, etc.


Strategy's Expected Result/Impact: All students will have access to quality tier one instruction daily. Teachers will collaborate to design standards-based lesson objectives and students will participate in instructional activities aligned to instruction that measure what is being taught.

Staff Responsible for Monitoring: Math Teachers, Dana McKenzie, Doug Mocek, Bobby Taylor

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure teachers have access to all curricular resources prior to the start of school. Communicate with district officials to ensure student counts are accurate for consumable materials delivery. Order supplemental instructional materials in August.</p> <p>Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Doug Mocek Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD Textbook Warehouse Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize DreamBox math as both an intervention for students working below grade level and an acceleration tool for students working above grade level. Monitor above level students closely as 5.5 lessons per week can place them into the frustrational zone. Assigning two new lessons and three or more review lessons per week may be most appropriate for those students. For Tier 2 and 3 students, a minimum of six lessons per week is required.</p> <p>Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Doug Mocek, Dana McKenzie, 5th Grade Math Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: FWISD Math Department Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 3% to 1% by May 2025.





Decrease the number and percentage of Economically Disadvantaged students from 1% to 0% by May 2025.

Strategy 1: Share the attendance data from 2023-2024 with all stakeholders. Celebrate the increases made over the previous school year. Set a clear goal for 97% average daily attendance. Share the criteria for Tiger of the Week: No tardies, absences, early dismissals, conduct marks, or missing assignments from the previous week. Recognize these students weekly on Friday morning announcements, give them free dress for the following week, a certificate of recognition, and include their photo in the hallway display.

Strategy's Expected Result/Impact: Decreased percentage of students with excessive absences/tardies.

Staff Responsible for Monitoring: Doug Mocek, Laura Pacheco, Dana McKenzie

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create the parent/student handbook for 2024-2025. Include all attendance expectations and incentives in the annual parent information meeting presentation. Create a video presentation to share with parents who do not attend.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Dana McKenzie and Doug Mocek</p> <p>Date(s) / Timeframe: June 2024-August 2024</p> <p>Delivery Method: In Person, via email, via video</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance is below our campus expectation of 97%. Our average daily attendance for 2023-2024 was 95.78% Root Cause: Winter illness hit our campus hard. In January and February, we had several weeks with 60-70 students absent daily. Our average daily attendance for the first semester was 96.32%.</p>

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

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





Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

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

Strategy 1: Ensure that the school has adequate resources to teach, mentor, collaborate, support, and build strong relationships with all stakeholders.

Strategy's Expected Result/Impact: Teachers and staff will have the resources needed to teach at high levels and provide support to all student groups throughout the school year.

Staff Responsible for Monitoring: Dana McKenzie and Kristi Taylor

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase instructional resources and general supplies throughout the school year to ensure teachers and staff are prepared to meet our high expectations.</p> <p>Intended Audience: All students Provider / Presenter / Person Responsible: Dana McKenzie Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Kristi Taylor Delivery Method: In Person</p> <p>Funding Sources: General Supplies and Instructional Resources - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-171-99-313-000000- - \$27,900</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>				

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

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





Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 7 to 3 by May 2025.

Evaluation Data Sources: FOCUS

Strategy 1: Establish and teach routines and procedures the first week of school. Use the "Do it again..." strategy consistently to ensure students meet our high expectations. Praise on task behaviors frequently and swiftly redirect off task behaviors. Ensure teachers are aligned and consistent with following the campus discipline guidelines.

Strategy's Expected Result/Impact: Fewer out of school suspensions. More time on task in the instructional setting.

Staff Responsible for Monitoring: Dana McKenzie and Doug Mocek

Action Step 1 Details	Reviews			
<p>Action Step 1: Review the campus wide behavioral expectations and discipline plan with all teachers during in-service week. Ask for feedback and adjust systems accordingly.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Doug Mocek Date(s) / Timeframe: August 2024 Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Walk classrooms the first week of school to ensure that each teacher has the required conduct monitoring system in place.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Doug Mocek and Dana McKenzie Date(s) / Timeframe: August 2024</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>				

Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-171-11-313-000000-	\$6,300.00
Sub-Total							\$6,300.00
Budgeted Fund Source Amount							\$6,300.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Instruction	GENERAL SUPPLIES		\$1,764.00
Sub-Total							\$1,764.00
Budgeted Fund Source Amount							\$1,764.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	General Supplies and Instructional Resources	GENERAL SUPPLIES		\$2,864.00
Sub-Total							\$2,864.00
Budgeted Fund Source Amount							\$2,864.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1	General Supplies and Instructional Resources	Supplies and materials for instructional use	199-11-6399-001-171-24-313-000000-	\$3,600.00
Sub-Total							\$3,600.00
Budgeted Fund Source Amount							\$3,600.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Instruction	Supplies and materials - instruction	199-11-6399-001-171-25-313-000000	\$405.00
Sub-Total							\$405.00
Budgeted Fund Source Amount							\$405.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	General Supplies and Instructional Resources	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-171-99-313-000000-	\$27,900.00
Sub-Total							\$27,900.00
Budgeted Fund Source Amount							\$27,900.00
+/- Difference							\$0.00
Grand Total Budgeted							\$42,833.00
Grand Total Spent							\$42,833.00
+/- 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