Fort Worth Independent School District

116 Lily B Clayton Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Lily B. Clayton, in partnership with parents and community, will provide a nurturing environment dedicated to integrity, citizenship and developing each child's academic potential.

Vision

Every child... Every day!

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Comprehensive Needs Assessment

Revised/Approved: March 19, 2024

Demographics

Demographics Summary

Lily B Clayton was established in 1921 and was named after Lily B Clayton, a beloved Math and Latin high school teacher. It was the first school in Fort Worth ISD named after a woman. Lily B Clayton sits in the middle of a neighborhood nesteled between the Fort Worth Zoo and the hospital district. Lily B Clayton is a Tile 1 school that curently educates about 500 students. The enrollment has declined over the past few years due to a couple of factors including the Covid 19 outbreak, declining birthrate in Fort Worth; as well as, the opening of new charter schools in the city. The chart below follows the attendance rate, ethnic breakdown of the students, precentage of students participating in different programs, and mobility rate. The table also shows the number of teachers with the years of experience and the average years of teaching for the past 5 years.

	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Students					
Enrollment	546	543	489	488	473
AA	4%	4.6%	6.3%	8.4%	6.8%
Hispanic %	45%	44.9%	43.6%	41.6%	45.7%
White %	48.%	47.7%	46.4%	45.5%	43.8%
Economically Dis %	44%	38.5%	43.1%	45.7%	46.9%
Mobility Rate %	3.5%	5.2%	5.2%	9.3%	
Attendance Rate %	96.6%	98.6%	95.9%	93.4%	
Bil/ESL program %	36.3%	32.6%	28.8%	26.2%	21.1%
GT %	16.1%	19%	18.2%	13.7%	16.1%
Sp Ed %	4.0%	6.4%	7.4%	8.6%	10.8%
Teacher years of experience	15.2 years	15.1 years	12.9 years	12.9 years	13.6 years

The stakeholders at Lily B Clayton include: teachers, parents, community memebers, administrators and students. We involve stakeholders through our PTA, SBDM, and campus committees.

Demographics Strengths

Lily B Clayton is a school comprised of strong culture and traditions. We have programs at the school that meet the needs of our students including: gifted and talented, special education, dual language and dyslexia. We also provide students wtih a strong arts background that includes music programs at every grade level, participation in Arts Google and Cultural Arts Day. The PTA also provides our students with the opportuntiy to partcipate in after school activities like ballet, soccer, Spanish and legos.The PTA also supports the schools in a variety of ways includings: extra funds for every teacher, outdoor spaces, and additional professional development opportunities for the staff. Our students regularly participate in Science Fair History Fair, UIL competition and Readers Become Leaders reading competition. Many of our school winners are also recognized for their work at the district level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%.   **Root Cause:** Teachers need additional time to plan using DDI processes

Problem Statement 2: Attendance rates for all students increased this year but we still have about 20 students who are chronically absent.   **Root Cause:** Daily attendance at school is not valued by all stakeholders

Student Learning

Student Learning Summary

As the data indicates through a look of subgroups, the gap in passing rate between white students and our Hispanic and African American students is significant in all areas, as well as the scores between our economically disadvantaged students and our non-economically disadvantaged students. Another noticing in the data is that students score better in reading than math on the state assessment.

Reading	Approaches				Meets				Masters			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Overall	90%	81%	82%	83%	65%	62%	65%	61%	49%	40%	41%	32%
AA	82%	81%	74%	88%	36%	50%	47%	65%	27%	19%	26%	24%
Hispanic	82%	66%	73%	78%	46%	38%	47%	48%	29%	24%	25%	18%
White	97%	95%	97%	89%	86%	83%	90%	79%	69%	58%	62%	51%
Econ. Dis	82%	65%	68%	76%	41%	34%	42%	42%	24%	21%	22%	14%

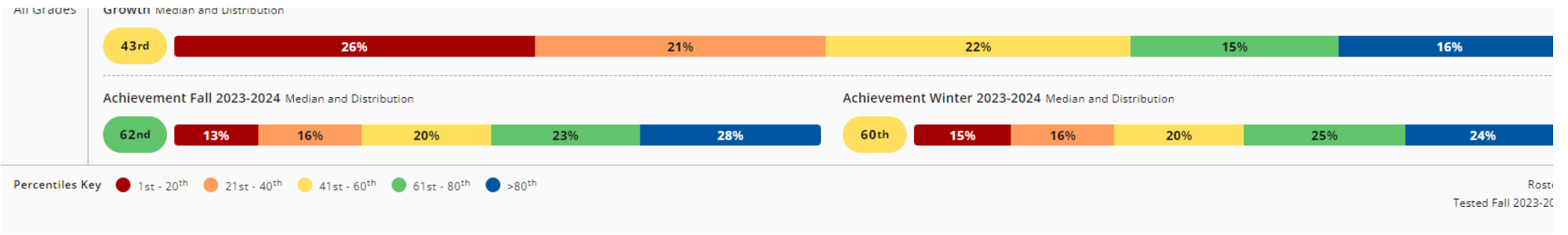| Math	Approaches				Meets				Masters			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Overall	85%	75%	76%	79%	59%	51%	53%	54%	35%	27%	27%	26%
AA	55%	63%	68%	82%	9%	25%	16%	47%	0%	6%	11%	29%
Hispanic	76%	54%	63%	70%	41%	24%	37%	39%	19%	11%	13%	13%
White	96%	93%	92%	88%	78%	78%	77%	73%	50%	45%	46%	43%
Econ. Dis	71%	71%	60%	69%	32%	28%	29%	31%	17%	14%	9%	10%
	* indicates results are masked due to small numbers to protect student confidentiality											

Looking at the MAP data MOY Achievement Math for the 2023 and 2024 all grade levels are above the 50th median percentile. Looking at cohort data, every grade level has increased except 4th grade. Please refer to the chart that is attached.
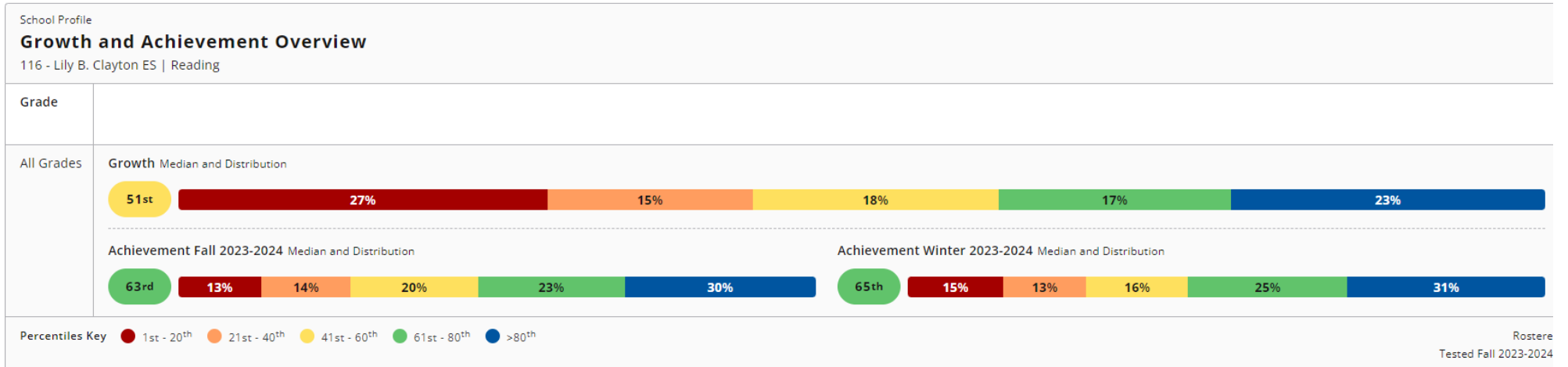
School Profile
Growth and Achievement Overview
116 - Lily B. Clayton ES | Math K-12

Grade	
All Grades	Growth Median and Distribution

Growth Median and Distribution

43rd	26%	21%	22%	15%	16%

Achievement Fall 2023-2024 Median and Distribution

62nd	13%	16%	20%	23%	28%

Achievement Winter 2023-2024 Median and Distribution

60th	15%	16%	20%	25%	24%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Roste
Tested Fall 2023-20

Looking at the MAP data MOY Achievement Reading for the 2023 and 2024 all grade levels are above the 50th median percentile. Looking at cohort data, every grade level has increased except 4th grade. Please refer to the chart that is attached.

School Profile
Growth and Achievement Overview
116 - Lily B. Clayton ES | Reading

Grade	

All Grades	

Growth Median and Distribution

51st	27%	15%	18%	17%	23%

Achievement Fall 2023-2024 Median and Distribution

63rd	13%	14%	20%	23%	30%

Achievement Winter 2023-2024 Median and Distribution

65th	15%	13%	16%	25%	31%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostere
Tested Fall 2023-2024

Student Learning Strengths

Lily B Clayton students overall out preform the district, region and the state averages on the STAAR test each year. The students continue to be successful on state assesments even through the Covid-19 pandemic. On MAP our students median achievement is above the 60% percentile overall. Students like coming to school and enjoy participating in class and after school activities. The number of students that we serve in Special Education has amost doubled over the last 5 years so we work to make sure all students feel included and are academically successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 73% of white students met standard on the 2023 STAAR test but only 39% of Hispanic students and 47% of African American students met the math STAAR standard on the 2023 STAAR test   **Root Cause:** Systems to monitor student progress is not consistently implemented

Problem Statement 2 (Prioritized): 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores   **Root Cause:** Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

Problem Statement 3 (Prioritized): 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard.   **Root Cause:** Teachers need time to plan and implement small group instruction to meet the needs of all students.

School Processes & Programs

School Processes & Programs Summary

Lily B Clayton is fortunate to employ highly qualified teachers that meet the program needs of the school. The school has a 2 way Dual Language program that attracts staff and families to the school. There are 4 classrooms at each grade level and one of the classrooms at each grade level is a 2 way Dual Language classroom. The two Pre-Kindergarten classes are a full day program. Each Pre-Kindergarten classrooms have an assistant to support the classrooms. The school will be implementing a 2 way Dual Language classroom in the 2024-2025 academic year.

We have two full time special education teachers and two full time special education assistants. Additionally, we have two full time dyslexia teachers that work with students who are identified with dyslexia but who also support students who are struggling with phonemic awareness and basic phonic skills.

The MTSS (Multi Tier Systems of Support) process allows teachers to identify students who are not making adequate progress academically and/or behaviorally. We have created digital forms that teachers use to identify which students need to go through the MTSS process. We use Branching Minds to document interventions of our Tier 2 and Tier 3 students.

Implementation of Professional Learning Communities this year has helped teachers collaborate on curriculum, student work, data and state standards. PLCs met regullarly from November to May. Additionally grade levels plan together to meet the needs of students. During the 2023-24 school year we have used Data Driven Instruction and Lead4ward to guide our PLCs.

The Leadership Team consisting of the principal, assistant principal, instructional coach and counselor meet weekly to discuss the calendar, faculty meetings, students, staff, professional development, classroom trends, and student success data.

The Instructional Leadership team consists of 4 classroom teachers and the principal. The ILT meets once each month to discuss topics that need to be addressed. The develop proccesses and presentstrainings at faculty meetings.

School Processes & Programs Strengths

hrough our MTSS process, we have been able to identify many of our dyslexia students and those students are receiving Neuhaus support daily through two full time dyslexia teachers.

This is the first complete year of a fully staffed leadership team. The team has been able to meet the instructional needs of teachers, provide updated communication to all stake holders and support students academically and behaviorally.

The faculty and staff receive a newsletter, The Buzz, every week from the Leadership team that highlights upcoming events, the calendar for the week and positive things going on in the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional Learning Community meetings were consisitent but teachers still need additional time to plan around the curriculum, review student data, communicate with parents, and work in vertical teams.   **Root Cause:** Additional time is needed to plan and implement new instructional strategies that are inline with district priorities

Problem Statement 2 (Prioritized): The implementation of small group instruction to meet the needs of all students   **Root Cause:** Teachers need additional time to plan and additioal professional development with differentiation in the classroom.

Problem Statement 3 (Prioritized): Students social and emotional needs need to be met so it doesnt interfer with academic progess.   **Root Cause:** Some students come to school stressed, anxious or upset from events that happen in the evening or in the morning.

Perceptions

Perceptions Summary

Lily B Clayton's vision statement is Lily B. Clayton, in partnership with parents and community, will provide a nurturing environment dedicated to integrity, citizenship and developing each child's academic potential and our mission statement is Every Child, Every Day.

Lily B Clayton is known as "Sweet Lily B". Lily B Clayton is a Title 1 campus with a reputation for being a great community elementary school with high academic standards and involved, supportive parents.

Lily B Clayton has a PTA and many volunteer opportunities for parents and community members. The PTA has 2 large fund raisers each year, a walk-a-thon in the fall and an auction in the spring. They pour this money back into the classrooms as well as provide improvements to the school.

The attendance rate for the 2022-23 school year was for all students, 99.0% for white students, 98.2% for Hispanic students, 98.0% for African American students, 97.9% for students being served in Special Education, 98.6% for ELLs, and 98.3% for the economically disadvantaged students. There is not a great discrepancy in the attendance rate for any one population.

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

The school has little turnover rate with only 2 teachers leaving at the end of the 2022-2023 school year. Staff absences this year are mostly related to the Covid-19 restrictions but over the years the teaching staff does not take many absences and is present when the students are at school.

Teachers	2018-2019	2019-2020	2020-21	2021-2022	2022-23
Beginning	1	0	3	2	2
1-5 years	5	5	5	7	6
6-10 years	4	6	4	3	4
11-20 years	15	12	15	15	15
more than 20 years	8	9	5	4	5
Average	15.2	15.1	12.9	12.9	13.6

Perceptions Strengths

LIly B Clayton has a great reputation in the community and in Fort Worth for having a strong academic program and a "sweet" community of students, teachers and parents. The PTA is strong and supports the school in many

ways to enhance the learning of students during and after school.

Overall, the turnover rate for the regular program teachers is low and the school retains teachers from year to year.

There are many volunteers with numerous volunteer hours that help in the library, classrooms and ensure the safety of our school on a daily basis. Many parents attend after school events. The school communicates with famiies on mulitple platforms that allows for most parents to stay up-to-date with activities and events at the school.

The original school was built in 1922 with additions in 193 and then the early 2000s. The outside of the building has a national historic designation but the inside of the building does not so it can be renovated to current student educational needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents lack the understanding and/or knowledge of district and state requirements for student achievement and promotion requirements. **Root Cause:** Parents lack the opportunity to meet with teachers one-on-one during the school year.

Problem Statement 2: Due to the layout of the building safety concerns can arise due to the layout and age of the actual building. **Root Cause:** It was built in a community in 1922.

Priority Problem Statements

Problem Statement 1: 73% of white students met standard on the 2023 STAAR test but only 39% of Hispanic students and 47% of African American students met the math STAAR standard on the 2023 STAAR test

Root Cause 1: Systems to monitor student progress is not consistently implemented

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores

Root Cause 2: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard.

Root Cause 3: Teachers need time to plan and implement small group instruction to meet the needs of all students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%.

Root Cause 4: Teachers need additional time to plan using DDI processes

Problem Statement 4 Areas: Demographics

Problem Statement 5: Professional Learning Community meetings were consisitent but teachers still need additional time to plan around the curriculum, review student data, communicate with parents, and work in vertical teams.

Root Cause 5: Additional time is needed to plan and implement new instructional strategies that are inline with district priorities

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The implementation of small group instruction to meet the needs of all students

Root Cause 6: Teachers need additional time to plan and additioal professional development with differentiation in the classroom.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents lack the understanding and/or knowledge of district and state requirements for student achievement and promotion requirements.

Root Cause 7: Parents lack the opportunity to meet with teachers one-on-one during the school year.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students social and emotional needs need to be met so it doesnt interfer with academic progess.
Root Cause 8: Some students come to school stressed, anxious or upset from events that happen in the evening or in the morning.
Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 18, 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 92% to 95% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 50% to 84% by May 2025.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 93% to 95% by May 2025.

Evaluation Data Sources: Circle Phonlogical Awareness

Strategy 1: Improve the quality of Tier 1 instruction in the Pre Kindergarten classrooms

Strategy's Expected Result/Impact: Students will be povided engaging curriculum that allows them to progress in phonlogical skills

Staff Responsible for Monitoring: Administration

Title I:
2.5
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			

Action Step 1: PreKIndergarten teachers will attend at least 6 hours of professional development on the PreKindergarten state guidelines and implementation of Creative Currliculum
    Intended Audience: PK teachers
    Provider / Presenter / Person Responsible: FWISD
    Date(s) / Timeframe: August-April
    Collaborating Departments: ADQ and Early Childhood
    Delivery Method: In person
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: PK teachers will attend data meetings 2x a year with administration to monitor and analyze student performance on CLI Engage results.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Administrat9ors
    Date(s) / Timeframe: One meeting by end of October and one meeting by the end of March
    Collaborating Departments: Early Childhood and ADQ
    Delivery Method: In person
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			

Action Step 3: PK teachers will be provided 2 days to plan during the year.
    Intended Audience: teachers
    Provider / Presenter / Person Responsible: Instructional coach/Admin
    Date(s) / Timeframe: 1 time in the fall and 1 time in the spring
    Collaborating Departments: Early Childhood
    Delivery Method: In person
 	
Funding Sources: - TITLE I (211) - 211-11-6112-0PD-116-30-510-000000-25F10 - $700
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores   **Root Cause**: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

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 65% to 75% 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 17% to 31% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 49% to 55% by May 2025.

Evaluation Data Sources: MAP growth an MAP fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the DDI to ensure rigrous instruction, checks for understanding and adjustments of instruction are occuring daily.

Strategy's Expected Result/Impact: Growth in reading scores

Staff Responsible for Monitoring: Administration, Instructional coach

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: k-5 grade level teachers will meet to plan 2x during the year.	Formative		Summative	
Intended Audience: K-5 teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin/Instructional Coach				
Date(s) / Timeframe: Once in Fall and Once in Spring				
Collaborating Departments: Literacy				
Delivery Method: In person				
Funding Sources: - TITLE I (211) - 211-11-6112-0PD-116-30-510-000000-25F10 - $2,700				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%.   **Root Cause**: Teachers need additional time to plan using DDI processes
Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores   **Root Cause**: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

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 55% to 62% 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 61% to 65% by May 2025.
Increase the percentage of Economically Disadvantaged students that is most marginalized by instruction on our campus from 45% to 55% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the DDI process to ensure rigrous instruction, checks for understanding and adjustments of instruction are occuring daily.

   Strategy's Expected Result/Impact: Increase in MAP growth reading scores

   Staff Responsible for Monitoring: Admin/Instructional Coach

   Title I:
   2.4
    - **TEA Priorities:**
   Build a foundation of reading and math
    - **ESF Levers:**
   Lever 5: Effective Instruction

   Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Monitor the usage of Core 5 by students	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Coach/Admin				
Date(s) / Timeframe: Aug. 2024-May 2025				
Collaborating Departments: Literacy				
Delivery Method: In person				

Action Step 2 Details	Reviews			
	Formative		**Summative**	
Action Step 2: Provide students with a variety of books and audio books in the library to increase reading skills, fluency and enjoyment	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Students				
Provider / Presenter / Person Responsible: Librarian				
Date(s) / Timeframe: Aug 2024-Jan 2025				
Collaborating Departments: library media				
Delivery Method: in person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6329-XXX-116-11-313-000000- - $3,800, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-116-99-313-000000- - $400, - UNDISTRIBUTED (199 PIC 99) - 199-12-6398-XXX-116-99-313-000000- - $200				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 2: Ensure direct and explicit instruction occur daily and the teachers and students have access to the appropriate materials, supplies and extended learning opportunities.

Strategy's Expected Result/Impact: Reading growth on MAP will increase

Staff Responsible for Monitoring: Admin, teachers, instructional coach

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: Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Provide afterschool tutoring to students that need additional support	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin/classroom teachers				
Date(s) / Timeframe: Sept 2024- April 2025				
Collaborating Departments: Literacy				
Delivery Method: In perosn				
Funding Sources: - TITLE I (211) - 211-11-6116-04E-116-30-510-000000-25F10 - $3,000, - SCE (199 PIC 24) - 199-11-6116-001-116-24-313-000000- - $1,452				

Action Step 2 Details	Reviews			
Action Step 2: Proivde tutors during the day to support teachers and students with grade level content	**Formative**		**Summative**	
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin/teachers				
Date(s) / Timeframe: Sept 2024-May 2025				
Collaborating Departments: HR/				
Delivery Method: IN person				
Funding Sources: - TITLE I (211) - 211-11-6117-04E-116-30-510-000000-25F10 - $3,001				

Action Step 3 Details	Reviews			
Action Step 3: Purchase supplies and materials for classroom use	**Formative**		**Summative**	
Intended Audience: teacehrs/students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers				
Date(s) / Timeframe: Aug 2024-May 2025				
Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-116-25-313-000000 - $555, - BASIC (199 PIC 11) - 199-11-6396-XXX-116-11-313-000000- - $500				

Action Step 4 Details	Reviews			
Action Step 4: Classroom teachers to visit TIA teachers from the district to see model classrooms	Formative		Summative	
Intended Audience: teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Coach/Admin				
Date(s) / Timeframe: Sept 2024-Feb 2025				
Collaborating Departments: Leadership				
Delivery Method: In person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-116-11-313-000000- - $1,000				

Action Step 5 Details	Reviews			
Action Step 5: Provide field trips and experiences to students that allows them make make connections to texts and the curriculum.	Formative		Summative	
Intended Audience: students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers/Admin				
Date(s) / Timeframe: Sept 2024-May 2025				
Collaborating Departments: none				
Delivery Method: In person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6412-XXX-116-11-313-000000- - $300				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores   **Root Cause**: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.
Problem Statement 3: 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard.   **Root Cause**: Teachers need time to plan and implement small group instruction to meet the needs of all students.

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 91% to 95% by May 2025.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 87% to 92% by May 2025.

Strategy 1: Pre-Kindergarten teachers will implement Creative Curriculum

 Strategy's Expected Result/Impact: Students will increase growth and mastry of grade level standards as measured by Circle Math

 Staff Responsible for Monitoring: Instructional Coach and Classroom teachers

 Title I:
2.4, 2.5
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will attend training on Creative Curriculum	Formative			Summative
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: District				
Date(s) / Timeframe: Aug 2024-May 2025				
Collaborating Departments: Early Childhood				
Delivery Method: In person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. **Root Cause**: Teachers need additional time to plan using DDI processes

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 50 % to 80 % by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50 % to 75% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the DDI to ensure rigrous instruction, checks for understanding and adjustments of instruction are occuring daily

> **Strategy's Expected Result/Impact:** Increase scores on TX-KEA math
>
> **Staff Responsible for Monitoring:** Teachers and Admin
>
> **Title I:**
> 2.5, 2.6
> - TEA Priorities:
> Build a foundation of reading and math
> - ESF Levers:
> Lever 4: High-Quality Instructional Materials and Assessments
>
> **Problem Statements:** Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: PLCs will meet to review student data, plan math lessons, and create reteach lessons	Formative		Summative	
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional coach/Admin				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: Math				
Delivery Method: In person				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 73% of white students met standard on the 2023 STAAR test but only 39% of Hispanic students and 47% of African American students met the math STAAR standard on the 2023 STAAR test   **Root Cause**: Systems to monitor student progress is not consistently implemented

Problem Statement 3: 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard.   **Root Cause**: Teachers need time to plan and implement small group instruction to meet the needs of all students.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 53% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 43% to 50% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the DDI to ensure rigrous instruction, checks for understanding and adjustments of instruction are occuring daily

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will meet in PLCs to lesson plan, review student data, student work and ensure alignment between standards, instruction and assessment as well as plan for reteach lessons	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: teachers **Provider / Presenter / Person Responsible:** Instructional coach/admin **Date(s) / Timeframe:** Aug 2024-May 2025 **Collaborating Departments:** Math				

Action Step 2 Details	**Reviews**			
Action Step 2: Teachers will tutor students that need extra support and help to meet grade level standards	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Classroom teachers				
Date(s) / Timeframe: Setp 2024-May 2025				
Collaborating Departments: math				
Delivery Method: in person				
Funding Sources: - TITLE I (211) - 211-11-6117-04E-116-30-510-000000-25F10 - $3,000				

Action Step 3 Details	**Reviews**			
Action Step 3: Push in tutors will help students during the school day meet grade level standards	**Formative**		**Summative**	
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers/Admin				
Date(s) / Timeframe: September 2024-April 2025				
Collaborating Departments: Math				
Delivery Method: In person				
Funding Sources: - TITLE I (211) - 211-11-6116-04E-116-30-510-000000-25F10 - $3,000				

Action Step 4 Details	**Reviews**			
Action Step 4: Monitor the use of DreamBox	**Formative**		**Summative**	
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Coach/Admin				
Date(s) / Timeframe: Sept 2024-May 2025				
Collaborating Departments: Math				
Delivery Method: In person				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Strategy 2: Ensure students are meeting the state standards for their grade level through rigorous lessons and implementation of district resources including classroom supplies

   Strategy's Expected Result/Impact: Students will have access to materials needed to access and master grade level standards

   Staff Responsible for Monitoring: admin/teachers

   Title I:

2.4
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provides students and teachers with classroom supplies and materials	**Formative**		**Summative**	
Intended Audience: students and teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers/Admin				
Date(s) / Timeframe: Aug 2024-May 2025				
Collaborating Departments: None				
Delivery Method: In person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-116-11-313-000000- - $9,110, - SCE (199 PIC 24) - 199-11-6399-001-116-24-313-000000- - $2,913, - GT (199 PIC 21) - $1,126, - SPED (199 PIC 23) - $3,247				
Action Step 2 Details	**Reviews**			
Action Step 2: Grade level teachers will have a day to plan together 2x /year	**Formative**		**Summative**	
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional coach/admin				
Date(s) / Timeframe: Fall 2024 and Spring 2025				
Collaborating Departments: instructional depts				
Delivery Method: inperson				
Funding Sources: - TITLE I (211) - 211-11-6112-0PD-116-30-510-000000-25F10 - $2,800				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Strategy 3: Increase the number of opportunities for parents to engage with teachers on academic progress of thier students.

Strategy's Expected Result/Impact: Parents and students

Staff Responsible for Monitoring: Teachers/Admin

Title I:
2.4, 4.2

- **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Each grade level will hold an curriculum night to review grade level and classroom expectations and state academic standards	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents **Provider / Presenter / Person Responsible:** Teachers/Admin **Date(s) / Timeframe:** August 2024 **Delivery Method:** In person at evening meeting				

Action Step 2 Details	Reviews			
Action Step 2: Classroom teachers will hold individual parent conferences to review student expecations, growth and progress during the year.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents **Provider / Presenter / Person Responsible:** Teachers/Admin **Date(s) / Timeframe:** Sept 2024-May 2025 **Delivery Method:** In person **Funding Sources:** - TITLE I (211) - 211-11-6112-04E-116-30-510-000000-25F10 - $5,500				

Action Step 3 Details	Reviews			
Action Step 3: Leadership will provide positive communiction and activities for families inclluding shreadding services to maintain student and family confidentiality	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** August 2024-May 2025 **Delivery Method:** in person, mail , paperss and media plateforms **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-116-99-313-000000- - $220, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-116-99-313-000000- - $500, - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-116-99-313-000000- - $1,080, - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-116-99-313-000000- - $800				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ❌ **Discontinue**

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%.   **Root Cause**: Teachers need additional time to plan using DDI processes
Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores   **Root Cause**: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.
Perceptions
Problem Statement 1: Parents lack the understanding and/or knowledge of district and state requirements for student achievement and promotion requirements.   **Root Cause**: Parents lack the opportunity to meet with teachers one-on-one during the school year.

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 64% to 70% by May 2025. Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 42% to 47% by May 2025.

Strategy 1: Ensure students are meeting the state standards for their grade level through rigorous lessons design, aligned assessments and implementation of district required resources .

Strategy's Expected Result/Impact: Students will meet standards on the state assessment

Staff Responsible for Monitoring: Teachers/Admin

Title I:
2.4
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase STAAR materials	Formative		Summative	
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers/Admin				
Date(s) / Timeframe: October/November 2024	100%	100%		
Collaborating Departments: Reading and math				
Funding Sources: - TITLE I (211) - 211-11-6399-04E-116-30-510-000000-25F10 - $6,200.60				

Action Step 2 Details	Reviews			
Action Step 2: Plan PLCs to ensure teachers daily instruction is focused on grade level standards and data is reviewed to address student needs.	Formative		Summative	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Aministration and instructional coach **Date(s) / Timeframe:** Aug 2024-May 2025 **Collaborating Departments:** literacy and math departments **Delivery Method:** In person during PLC time or faculty meetings	Nov	Jan	Mar	June
	20%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard.   **Root Cause**: Teachers need time to plan and implement small group instruction to meet the needs of all students.

School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were consisitent but teachers still need additional time to plan around the curriculum, review student data, communicate with parents, and work in vertical teams.   **Root Cause**: Additional time is needed to plan and implement new instructional strategies that are inline with district priorities

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 54% to 60% by May 2025. Increase the percentage of Economically Disadvantged students or the student group that is most marginalized by instruction on our campus from 31% to 40% by May 2025.

Strategy 1: Ensure all students in 3-5 have effective tier 1 instruction

Strategy's Expected Result/Impact: Students will meet standards on the state assessment

Staff Responsible for Monitoring: Teachers/Admin

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: Purchase STAAR materials		Formative		Summative	
Intended Audience: teachers		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers/Admin **Date(s) / Timeframe:** Oct/Nov 2024 **Collaborating Departments:** Readnig/Math/Science **Delivery Method:** In person **Funding Sources:** - TITLE I (211) - 211-11-6399-04E-116-30-510-000000-25F10 - $5,000		100%	100%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: 79% of white students met standard on the 2023 STAAR test but only 48% of our Hispanic students met standard while only 65% of our AA students met standard. **Root Cause**: Teachers need time to plan and implement small group instruction to meet the needs of all students.

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 12% to 7% by May 2025.

Decrease the number and percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 22% to 15% by May 2025.

Strategy 1: Provide incentives to students and information to parents that encourage regular and consistent attendance at school

Strategy's Expected Result/Impact: Decrease the number of students that have excessive absencse

Staff Responsible for Monitoring: Assistant Principal

Title I:
2.6, 4.1
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Perfect and Outstanding Attendance certificates at the end of each 6 weeks for those students who qualify	Formative		Summative	
Intended Audience: Students **Provider / Presenter / Person Responsible:** Asst. Principal **Date(s) / Timeframe:** Sept 2024-May 2025 **Delivery Method:** In person **Funding Sources:** Family Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-116-30-510-000000-25F10 - $1,443	Nov	Jan	Mar	June

Action Step 2 Details		Reviews			
Action Step 2: Provide attendance restoration hours to students who need to regain attendance hours		Formative		Summative	
Intended Audience: students		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Asst Principal					
Date(s) / Timeframe: Oct 2024-May 2025					
Delivery Method: In person					
Funding Sources: - TITLE I (211) - 211-11-6116-04E-116-30-510-000000-25F10 - $500					

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Strategy 2: Implement Character curriculum to improve school culture, create accountability, nuture trust and strengthen relaionships

Strategy's Expected Result/Impact: Student disciupline referals decress and student trust and engagement increases.

Staff Responsible for Monitoring: Administration, counselor and classroom teachers

Title I:
2.6, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals

Problem Statements: School Processes & Programs 3

Action Step 1 Details		Reviews			
Action Step 1: Counselor conducts classroom lessons and small groups to meet the needs of students		Formative		Summative	
Intended Audience: Students		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Counselor		25%			
Date(s) / Timeframe: Aug 2024-May 2025					
Collaborating Departments: Counsleing					
Delivery Method: in classrooms in peron					
Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-116-99-313-000000- - $250					

Action Step 2 Details	Reviews			
Action Step 2: Provide students with awards and certificates for accomplishemenmts throughout the year.	Formative		Summative	
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers/Counselors/Admin				
Date(s) / Timeframe: Aug 2024-May 2025				
Delivery Method: In person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6499-XXX-116-11-313-000000- - $700				

Action Step 3 Details	Reviews			
Action Step 3: Provide cafeteria monitors to increase safety and promote a positive atmosphere in the cafeteria	Formative		Summative	
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin	50%			
Date(s) / Timeframe: Aug 2024-May 2025				
Collaborating Departments: Talent Managment				
Delivery Method: Daily in perosn				
Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6117-XXX-116-99-313-000000- - $10,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Students social and emotional needs need to be met so it doesnt interfer with academic progess. **Root Cause**: Some students come to school stressed, anxious or upset from events that happen in the evening or in the morning.
Perceptions
Problem Statement 1: Parents lack the understanding and/or knowledge of district and state requirements for student achievement and promotion requirements. **Root Cause**: Parents lack the opportunity to meet with teachers one-on-one during the school year.

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

Performance Objective 2: Decrease the number of out of school suspensions for Economically Disadvantaged students or the student group that is most marginalized on our campus from 0 to 0 by May 2025.

Strategy 1: Implement Character Curriculum to improve school culture, create accountability, create trust and strength relationships

> **Strategy's Expected Result/Impact:** All students but particularly our African American students will have a positivie school experience and our out-of-school suspensions will decrease
>
> **Staff Responsible for Monitoring:** teachers, counselor, admin
>
> **Title I:**
> 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals
> - **ESF Levers:**
> Lever 3: Positive School Culture
>
> **Problem Statements:** School Processes & Programs 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Decide with the input of staff and SBDM a Character curriculum to implement into the school	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: Aug-September				
Collaborating Departments: Counseling				
Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Implement the Character Curriculum into the weekly/monthly routine of the school	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin and teachers				
Date(s) / Timeframe: October2024-May 2025				
Collaborating Departments: Counseling				
Delivery Method: In person during the day				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The implementation of small group instruction to meet the needs of all students   **Root Cause**: Teachers need additional time to plan and additioal professional development with differentiation in the classroom.
Problem Statement 3: Students social and emotional needs need to be met so it doesnt interfer with academic progess.   **Root Cause**: Some students come to school stressed, anxious or upset from events that happen in the evening or in the morning.

Campus Funding Summary

				TITLE I (211)			
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	3		Subs for professional development	211-11-6112-0PD-116-30-510-000000-25F10	$700.00
1	2	1	1		Subs for professional development	211-11-6112-0PD-116-30-510-000000-25F10	$2,700.00
1	3	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-116-30-510-000000-25F10	$3,000.00
1	3	2	2		Tutors with degree or certified	211-11-6117-04E-116-30-510-000000-25F10	$3,001.00
2	3	1	2		Tutors with degree or certified	211-11-6117-04E-116-30-510-000000-25F10	$3,000.00
2	3	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-116-30-510-000000-25F10	$3,000.00
2	3	2	2		Subs for professional development	211-11-6112-0PD-116-30-510-000000-25F10	$2,800.00
2	3	3	2		Subs for supplemental instruction	211-11-6112-04E-116-30-510-000000-25F10	$5,500.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-25F10	$6,200.60
3	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-25F10	$5,000.00
4	1	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-116-30-510-000000-25F10	$500.00
						Sub-Total	$35,401.60
						Budgeted Fund Source Amount	$35,401.60
						+/- Difference	$0.00

				FAMILY ENGAGEMENT (211)			
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-116-30-510-000000-25F10	$1,443.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$1,443.00
						Budgeted Fund Source Amount	$1,443.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRUCTION | OTHER READING MATERIALS	199-11-6329-XXX-116-11-313-000000-	$3,800.00
1	3	2	3		INSTRUCTION | TECHNOLOGY < $5000	199-11-6396-XXX-116-11-313-000000-	$500.00
1	3	2	4		INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-116-11-313-000000-	$1,000.00
1	3	2	5		INSTRUCTION | TRAVEL - STUDENT	199-11-6412-XXX-116-11-313-000000-	$300.00
2	3	2	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-116-11-313-000000-	$9,110.00
4	1	2	2		INSTRUCTION | MISC OPERATING COSTS	199-11-6499-XXX-116-11-313-000000-	$700.00
						Sub-Total	$15,410.00
						Budgeted Fund Source Amount	$15,410.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1		GENERAL SUPPLIES		$1,126.00
						Sub-Total	$1,126.00
						Budgeted Fund Source Amount	$1,126.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1		GENERAL SUPPLIES		$3,247.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$3,247.00
						Budgeted Fund Source Amount	$3,247.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-116-24-313-000000-	$1,452.00
2	3	2	1		Supplies and materials for instructional use	199-11-6399-001-116-24-313-000000-	$2,913.00
						Sub-Total	$4,365.00
						Budgeted Fund Source Amount	$4,365.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	3		Supplies and materials - instruction	199-11-6399-001-116-25-313-000000	$555.00
						Sub-Total	$555.00
						Budgeted Fund Source Amount	$555.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-116-99-313-000000-	$400.00
1	3	1	2		INSTRCTNL RES/MED SVCS | FURN&EQUIP < $5000	199-12-6398-XXX-116-99-313-000000-	$200.00
2	3	3	3		SCHOOL LEADERSHIP | GENERAL SUPPLIES	199-23-6399-XXX-116-99-313-000000-	$500.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	3	3		SCHOOL LEADERSHIP | TECHNOLOGY < $5000	199-23-6396-XXX-116-99-313-000000-	$800.00
2	3	3	3		SCHOOL LEADERSHIP | MISC CONTRACTED SERVICES	199-23-6299-XXX-116-99-313-000000-	$220.00
2	3	3	3		SCHOOL LEADERSHIP | TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-116-99-313-000000-	$1,080.00
4	1	2	1		GUIDANCE & COUNSELING SVC | GENERAL SUPPLIES	199-31-6399-XXX-116-99-313-000000-	$250.00
4	1	2	3		SCHOOL LEADERSHIP | TEMP/HOURLY - PROFESSIONAL	199-23-6117-XXX-116-99-313-000000-	$10,000.00
						Sub-Total	$13,450.00
						Budgeted Fund Source Amount	$13,450.00
						+/- Difference	$0.00
						Grand Total Budgeted	$74,997.60
						Grand Total Spent	$74,997.60
						+/- 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