

Fort Worth Independent School District
118 Hazel Harvey Peace Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Preparing all students to become independent lifelong learners by creating an environment that is student-centered, directed by teachers, and supported by home and community.

Vision

Children are our future. We are dedicated to their success.

Motto

Believe! Inspire! Empower!

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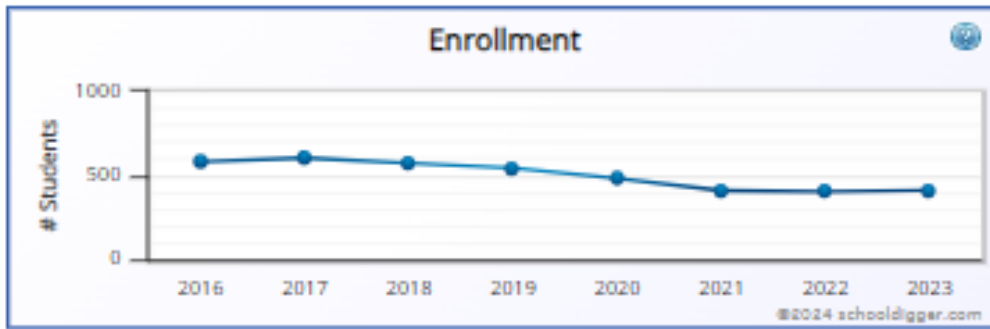
Comprehensive Needs Assessment

Revised/Approved: May 7, 2024

Demographics

Demographics Summary

Hazel Harvey Peace Elementary opened in 2010 as a campus that serves students in pre-k through 5th grade on the southwest side of Fort Worth. During recent years, enrollment at Hazel Harvey Peace Elementary has declined by 25% over the past five years. This is due to the opening of multiple charter schools within a 2-mile radius and families choosing to withdraw their students from public school and enroll them in charter schools. 2023-2024 enrollment count ranged between 400 and 430 over the course of the school year. Students at Hazel Harvey Peace Elementary are 56% African American, 25% Hispanic, 6% White, 8% Two or more races, 4% Asian.



Data source: National Center for Education Statistics, U.S. Dept of Education

Special program counts have fluctuated. Special Education support has increased by 14%, 504 has increased by 25%, Dyslexia has increased by 14%, EB has increased by 20%, and GT has increased by 5%.

Additional Student Information:

2023-2024: Economically Disadvantaged- 374 (81.18%)

2023-2024: Emergent Bilingual/English Learner- 65 (15%)

2023-2024: Gifted and Talented-19 (4.43%)

2023-2024: 504 Program- 12 (2.79%)

2023-2024: SPED Program- 80 (18.65%)

2023-2024: Homeless-23 (5.36%)

Attendance Rates:

2022-2023: 91.80%

2023-2024: 93.40%

Hazel Harvey Peace Elementary has 48 faculty and staff which includes administration, professional, teachers, support, and auxiliary staff. The teacher demographics are 23 female teachers and 5 male teachers. The administrative, professional, and support demographics are as follows: there are 16 females and 4 males.

In 2011, Hazel Harvey Peace Elementary was rated as a Recognized Campus. In 2013 & 2016, Hazel Harvey Peace Elementary received distinction for Academic Achievement in the top 25% student progress. In 2014 & 2017, Hazel Harvey Peace Elementary received distinction for Academic Achievement in Reading/Language Arts top 25% student progress. In 2018, Hazel Harvey Peace Elementary was rated as a Recognized Campus and received a distinction for Academic Achievement in ELA/Reading and top 25% student progress in comparative academic growth and top 25% in comparative closing the gaps.

Hazel Harvey Peace Elementary is currently listed as a campus in need of "comprehensive support." This is due to the low academic performance of African American population over 3 consecutive years. The rating was based on the 2022-2023 STAAR results.

Demographics Strengths

- Attendance rates have improved. The attendance committee positively impacted student attendance by rewarding students with perfect attendance through the panther store.
- Experienced staff, with about 71% of our teachers have over 5 years of teaching experience.
- Staff diversity increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of attendance at Hazel Harvey Peace ES is inconsistent. During the Winter, there is a significant decrease in attendance. Pre-K, kindergarten, first grade, third grade, and fourth grade dropped by more than 3%. **Root Cause:** Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.

Problem Statement 2 (Prioritized): Inconsistent monitoring of struggling or at-risk students. African American students have missed their math and reading growth targets for the last three reporting years. The reading target was 34% for the sub pop. Reading 2019-29%, 2022-24%, 2023-NS; Math 2019-22%, 2022-8%, 2023-NS. **Root Cause:** The MTSS process was not implemented with fidelity. Inconsistent documenting in Branching Minds. Lack of campus system to identify students in need of additional supports and ensure all students were monitored by the MTSS committee.

Student Learning

Student Learning Summary

Hazel Harvey Peace 2023 STAAR scores identifies several opportunities for growth. Not only did we fall below the district average, but we were also lower than the campus student achievement in 2022. We will continue to provide support for students who are supported through ESL, Section 504, and SPED. These supports will be provided through co-teaching/inclusion, tutorials, accommodation adjustments through ARDs, and targeted intervention periods. Individual student needs are identified through formative and summative assessments. Teachers will incorporate the DDI process to individualize student needs.

Multi-Tiered Systems of Support are utilized to collaborate among staff to support individual students. This data is used to make recommendations to 504 or Special Education. Our special population committees (ARD, 504, LPAC) provide sufficient support for our students. The administration of these committees allows for constant evaluation and opportunities for improvement on an as-needed basis throughout the year. With a growing population of EBs, particularly little to no English acquisition, teachers have struggled with how best to meet the needs of these learners while maintaining high levels of rigor for all other students.

All Subjects - 39% scored at approaching or above. This is a 9% decrease from 2023.

3rd grade Reading - 43% Approaches (FWISD 59%), 25% Meets (FWISD 33%), 8% Master (FWISD 10%)- meets & masters increased from 2023

3rd grade Math - 42% Approaches (FWISD 59%), 15% Meets (FWISD 29%), 6% Master (FWISD 10%)- increase in all from 2023

4th grade Reading - 45% Approaches (FWISD 65%), 10% Meets (FWISD 32%), 0% Master (FWISD 11%)- decrease in all from 2023

4th grade Math - 20% Approaches (FWISD 54%), 10% Meets (FWISD 33%), 2% Master (FWISD 13%)- decrease in all from 2023

5th grade Reading - 66% Approaches (FWISD 70%), 36% Meets (FWISD 42%), 11% Masters (FWISD 17%) - decrease in all from 2023

5th grade Math - 39% Approaches (FWISD 67%), 11% Meets (FWISD 36%), 2% Masters (FWISD 12%) - decrease in all from 2022

5th grade Science- 18% Approaches (FWISD 47%), 9% Meets (FWISD 20%), 0% Masters (FWISD 7%) - decrease in all from 2022

When broken down by grade level, third graders performed better in reading with 25% of students performing at grade level compared to 15% in math. In fourth grade, students performed the same in both math and reading. Only 10% of the student performed at grade level. In fifth grade, students were assessed in reading, math, and science. The students performed better in reading with 36% of them performing at grade level compared to 11% in math and 9% in science.

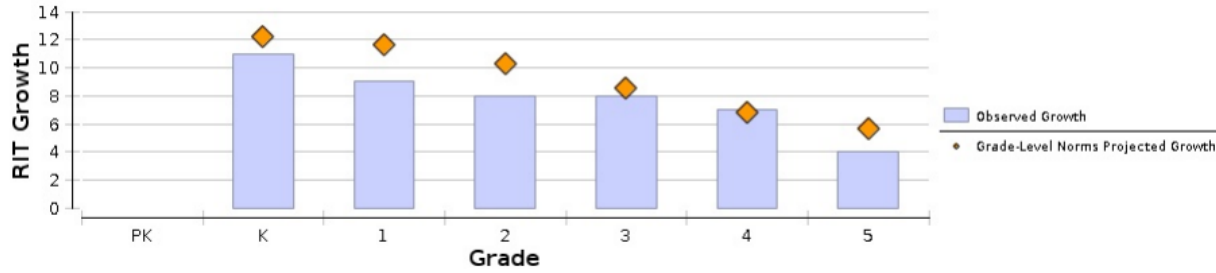
There was an achievement gap among our students of different ethnicities on the 2023 state assessment overall: 31% of our African American students performed at grade level, 42% of our Hispanic students, 71% of our White and Asian students, and 44% of students who identified as 2 or more races. While growth was made from the 2022 to 2023 state assessment, less than 60% of students who are economically disadvantaged and students who receive Special Education, 504, and ESL services performed at grade level in math and reading.

MAP Data reflects the following changes in student growth and achievement from BOY to MOY:

| Math: Math K-12 | | Comparison Periods | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| Grade (Winter 2024) | Total Number of Growth Events† | Fall 2023 | | | Winter 2024 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| PK | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| K | 45 | 136.6 | 8.9 | 39 | 147.7 | 9.7 | 32 | 11 | 1.1 | 12.2 | -0.76 | 22 | 45 | 24 | 53 | 50 |

| | | | | | | | | | | | | | | | | |
|---|----|-------|------|----|-------|------|----|---|-----|------|-------|----|----|----|----|----|
| 1 | 49 | 153.8 | 11.5 | 21 | 162.3 | 13.3 | 9 | 9 | 1.0 | 11.7 | -1.96 | 2 | 49 | 11 | 22 | 29 |
| 2 | 61 | 169.4 | 14.6 | 23 | 177.2 | 14.2 | 12 | 8 | 1.0 | 10.3 | -1.73 | 4 | 61 | 22 | 36 | 22 |
| 3 | 52 | 177.8 | 15.4 | 5 | 185.3 | 15.0 | 4 | 8 | 1.1 | 8.6 | -0.81 | 21 | 52 | 25 | 48 | 43 |
| 4 | 38 | 183.4 | 15.2 | 1 | 190.6 | 16.9 | 1 | 7 | 1.1 | 6.8 | 0.31 | 62 | 38 | 20 | 53 | 48 |
| 5 | 38 | 197.1 | 15.5 | 6 | 200.9 | 16.0 | 4 | 4 | 0.9 | 5.6 | -1.22 | 11 | 38 | 12 | 32 | 33 |

Math: Math K-12



Language Arts: Reading

| Grade (Winter 2024) | Total Number of Growth Events† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|--|--|--|
| | | Fall 2023 | | | Winter 2024 | | | Growth | | Grade-Level Norms | | | | Student Norms | | | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | | | | |
| PK | 0 | ** | | | ** | | | ** | | | | | | | ** | | | | | |
| K | 45 | 135.2 | 7.8 | 49 | 142.8 | 8.9 | 25 | 8 | 1.1 | 10.9 | -2.12 | 2 | 45 | 11 | 24 | 27 | | | | |
| 1 | 47 | 150.2 | 11.8 | 21 | 156.4 | 14.9 | 5 | 6 | 1.4 | 11.2 | -3.03 | 1 | 47 | 16 | 34 | 21 | | | | |
| 2 | 61 | 164.0 | 16.4 | 14 | 169.5 | 16.0 | 4 | 6 | 0.9 | 10.1 | -2.85 | 1 | 61 | 12 | 20 | 19 | | | | |
| 3 | 53 | 177.5 | 18.2 | 13 | 181.9 | 16.6 | 5 | 4 | 0.9 | 8.7 | -3.15 | 1 | 53 | 12 | 23 | 20 | | | | |
| 4 | 38 | 182.6 | 16.7 | 4 | 187.4 | 16.7 | 2 | 5 | 1.7 | 7.3 | -1.88 | 3 | 38 | 16 | 42 | 28 | | | | |
| 5 | 40 | 198.5 | 13.8 | 23 | 202.6 | 14.3 | 18 | 4 | 1.2 | 5.6 | -1.18 | 12 | 40 | 18 | 45 | 33 | | | | |

Language Arts: Reading



Student growth and achievement in **math** from BOY to EOY exhibited high achievement but low growth in kindergarten. First grade through fifth grade exhibited low achievement and low growth. Student growth and achievement in **reading** from BOY to EOY exhibited low achievement and low growth in all grade levels.

CIRCLE test data shows that pre-k students improved from BOY to EOY in the following categories: (need to add data)

Student Learning Strengths

- A multi-tiered support system has been established.
- Campus staffing includes professionals who support programs such as Gifted and Talented, Special Education, and Emergent Bilinguals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall student achievement in Reading on grade level or above is 14%. 86% of students in Grades 3-5 are not on Grade level in Reading as evidenced by FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. **Root Cause:** Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

Problem Statement 2 (Prioritized): Our overall student achievement in Math on grade level or above is 11%. 89% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. **Root Cause:** Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

School Processes & Programs

School Processes & Programs Summary

Hazel Harvey Peace Elementary is a Title I campus that provides extensive support and programs for students and staff. Staff are supported through professional development opportunities and campus and district coaches that provide opportunities for growth through observations and coaching. Teachers are also provided support and assistance by administrators through PLC coaching and T-TESS walk-throughs. In addition to professional development, the weekly PLC meetings reinforce what they are learning by analyzing data, discussing trainings, and discussing implementation. Teachers practice strategies and receive feedback from their team.

When analyzing state assessment reporting categories and student expectations, FWISD unit guides and scope and sequence documents provides an appropriate foundation for teachers to plan instruction. The weekly grade level PLCs allowed for the TEKS to be reviewed by looking at data, lesson plans, and assessments. The collaborative teams utilize the backwards design to assure the learning of all students. During PLCs, teachers and the instructional coach are expected to break down the readiness, supporting, and process standards, and develop learning targets and success criteria to address the four PLC questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

They create exit tickets to monitor and respond to student progress. Teachers, instructional coach, and campus administration analyze assessment data to identify TEKS and students for reteaching and retesting opportunities. Teachers are expected to reteach (and then retest) those objectives that are not mastered by students during first teach. Teachers receive ongoing embedded professional development opportunities for scientifically based research and best practices through PLCs, district training, and professional development. Professional development strategies are implemented in small chunks through large groups, small groups, and individual sessions. Hazel Harvey Peace Elementary is focused on improving student achievement.

Hazel Harvey Peace Elementary will continue to focus on developing a healthy school culture and climate by implementing RCA house system and Restorative Practices to develop consistency in common areas and in the classrooms. It is important that each teacher monitor and utilize the methods that are helpful under Restorative Practices. It is important to have clear expectations for all students in the common areas. This will be helpful with behaviors for students. The teachers will be trained by campus administration in best practices and common language. Under Restorative Practices, the implementation of recognizing when students display positive behaviors is used to continue to improve positive citizenship within the building.

School Processes & Programs Strengths

Teachers meet by grade level regularly to plan and develop common formative assessments, lesson plans, interventions, and analyze data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of supplemental academic support and behavior support for students in special programs by faculty and staff.

Root Cause: The campus intervention model lacks structure and monitoring.

Problem Statement 2 (Prioritized): Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. **Root Cause:** The PLC model being utilized doesn't provide consistent teacher support.

Perceptions

Perceptions Summary

Hazel Harvey Peace Elementary has a diverse campus culture and climate, as noted in the demographic summary. Two major focus points of our staff are student safety and student participation in school activities. Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically.

The physical, mental, and health safety of students and staff is very important. s. Incidents of bullying and threats of suicide are taken very seriously, and all are investigated by administration, school counselor, or case manager. We follow the district designed protocols when dealing with either of those two issues. Safety will continue to be a focus.

Family and community engagement is seen as an essential element in creating a successful learning environment. To increase engagement from partners outside of the campus, we invite them to participate in the Site-Based Decision-Making Committee and join the PTA.

Perceptions Strengths

Campus administrators and teachers work collaboratively to improve parental involvement, student achievement, and recognition by hosting activities such as Fall Open House, Meet the Teacher Night, Student Led Data Conferences, Fine Arts, and seasonal programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High frequency of habitual disruptive students' interruption of the learning of their peers. Students are not able to regulate their emotions in high stress situations based on the discipline data. **Root Cause:** Inconsistent utilization of the behavior support systems (RCA, Restorative Practices, BIPs, MTSS, SEL). A structured intervention support plan was not established for chronically misbehaving students, including MTSS documentation and the use of targeted interventions. Lack of campus resources to teach students how to regulate their emotions.

Problem Statement 2 (Prioritized): Need to engage every family and increase community/volunteer support. There is limited parental support and involvement. **Root Cause:** The biggest barriers for families are work schedules, transportation difficulties, and communication challenges.

Priority Problem Statements

Problem Statement 1: The percentage of attendance at Hazel Harvey Peace ES is inconsistent. During the Winter, there is a significant decrease in attendance. Pre-K, kindergarten, first grade, third grade, and fourth grade dropped by more than 3%.

Root Cause 1: Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student achievement in Reading on grade level or above is 14%. 86% of students in Grades 3-5 are not on Grade level in Reading as evidenced by FWISD Campus Academic Progress Summary based on 2023-2024 MOY report.

Root Cause 2: Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our overall student achievement in Math on grade level or above is 11%. 89% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment FWISD Campus Academic Progress Summary based on 2023-2024 MOY report.

Root Cause 3: Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Inconsistent implementation of supplemental academic support and behavior support for students in special programs by faculty and staff.

Root Cause 4: The campus intervention model lacks structure and monitoring.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students.

Root Cause 5: The PLC model being utilized doesn't provide consistent teacher support.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: High frequency of habitual disruptive students' interruption of the learning of their peers. Students are not able to regulate their emotions in high stress situations based on the discipline data.

Root Cause 6: Inconsistent utilization of the behavior support systems (RCA, Restorative Practices, BIPs, MTSS, SEL). A structured intervention support plan was not established for chronically misbehaving students, including MTSS documentation and the use of targeted interventions. Lack of campus resources to teach students how to regulate their emotions.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Need to engage every family and increase community/volunteer support. There is limited parental support and involvement.

Root Cause 7: The biggest barriers for families are work schedules, transportation difficulties, and communication challenges.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent monitoring of struggling or at-risk students. African American students have missed their math and reading growth targets for the last three reporting years. The reading target was 34% for the sub pop. Reading 2019-29%, 2022-24%, 2023-NS; Math 2019-22%, 2022-8%, 2023-NS.

Root Cause 8: The MTSS process was not implemented with fidelity. Inconsistent documenting in Branching Minds. Lack of campus system to identify students in need of additional supports and ensure all students were monitored by the MTSS committee.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: July 30, 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 91.4% to 96% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned to with FWISD curriculum resources.

Strategy's Expected Result/Impact: Teachers will gain collective efficacy by collaborating in PLCs to improve instructional practices.

Staff Responsible for Monitoring: PK teachers, instructional coach, and Principal

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: PK teachers will utilize informal and formal assessments to track students' phonological awareness progression indicators from Circle.</p> <p>Intended Audience: PK Teachers</p> <p>Provider / Presenter / Person Responsible: PK teachers, Campus Instructional Coach, Principal</p> <p>Date(s) / Timeframe: Each 6 weeks of the 2024-2025 SY</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face to Face</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:

| School Processes & Programs |
|--|
| <p>Problem Statement 2: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. Root Cause: The PLC model being utilized doesn't provide consistent teacher support.</p> |

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44.4% to 50% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring effective use of the Amplify curriculum resource to improve fluency and literacy comprehension focusing on the fundamental four (oral language, phonemic awareness, phonics, and writing) in K-3rd grade classrooms through PLCs.

Strategy's Expected Result/Impact: Increase the percentage of K-3 grade students who meet or exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Utilize an observation, coaching, feedback cycle to track the effectiveness of WPM, WDM, and the delivery of Tier 1 instruction. Intended Audience: K-3 Teachers & IC Provider / Presenter / Person Responsible: Campus Administration Date(s) / Timeframe: Weekly, August 2024 - April 2025 Collaborating Departments: Teaching & Learning Literacy Content Coach Delivery Method: face to face | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 2: Use 2 multi-classroom leaders to provide routine professional learning through coaching, co-teaching, and modeling for primary grade teachers. Use 1 reach associate to support the multi-classroom leaders classrooms while they are coaching their colleagues.</p> <p>Intended Audience: 2nd grade teachers Provider / Presenter / Person Responsible: MCL Date(s) / Timeframe: Weekly, August 2024-May 2025 Collaborating Departments: Teaching & Learning Content Coaches Delivery Method: face-to-face</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6118-XXX-118-11-313-000000- - \$27,000, Reach Associate - TITLE I (211) - 211-11-6129-04E-118-30-510-000000-25F10 - \$33,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: Inconsistent monitoring of struggling or at-risk students. African American students have missed their math and reading growth targets for the last three reporting years. The reading target was 34% for the sub pop. Reading 2019-29%, 2022-24%, 2023-NS; Math 2019-22%, 2022-8%, 2023-NS. Root Cause: The MTSS process was not implemented with fidelity. Inconsistent documenting in Branching Minds. Lack of campus system to identify students in need of additional supports and ensure all students were monitored by the MTSS committee.</p> |
| Student Learning |
| <p>Problem Statement 1: Overall student achievement in Reading on grade level or above is 14%. 86% of students in Grades 3-5 are not on Grade level in Reading as evidenced by FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. Root Cause: Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.</p> |

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 33% to 43% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP

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

Strategy's Expected Result/Impact: Increase the percentage of students performing at or above the 61st percentile on NWEA MAP.

Staff Responsible for Monitoring: Campus Administration

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Utilize an observation, coaching, feedback cycle to track the effectiveness of WPM, WDM, and the delivery of Tier 1 instruction. Intended Audience: K-5th grade teachers & IC Provider / Presenter / Person Responsible: Campus Administration Date(s) / Timeframe: Weekly August 2024-April 2025 Collaborating Departments: Teaching & Learning Literacy Content Coach Delivery Method: Face to face during weekly PLCs | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 2: Hire a teacher assistant to work with groups of K-5 students on specific literacy skills using high leverage practices and approved FWISD curriculum resources.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Campus Administration</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Teaching & Learning, Emergent Bilingual, & Special Education</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: - TITLE I (211) - 211-11-6129-04E-118-30-510-000000-25F10 - \$26,894</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: Overall student achievement in Reading on grade level or above is 14%. 86% of students in Grades 3-5 are not on Grade level in Reading as evidenced by FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. Root Cause: Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. Root Cause: The PLC model being utilized doesn't provide consistent teacher support.</p> |

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 82.8% to 87% by May 2025.

Increase the percentage of Hispanic students who score On Track on Circle Math from 64.3% to 70% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage

Strategy 1: Monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target CLI math skills and indicators.

Strategy's Expected Result/Impact: Increase the percentage of students who score on track on key math indicators.

Staff Responsible for Monitoring: Classroom Teachers, IC and Campus Administration

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Collaborate during weekly PLCs the integration of math in the Creative curriculum and through explicit instruction. PK teachers will use informal and formal assessments to track key math indicators from CLI weekly.</p> <p>Intended Audience: PK teachers</p> <p>Provider / Presenter / Person Responsible: PK teachers, Early Learning Coach, & CIC</p> <p>Date(s) / Timeframe: Weekly August 2024 - May 2025</p> <p>Collaborating Departments: Early Learning Coach</p> <p>Delivery Method: face to face</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Our overall student achievement in Math on grade level or above is 11%. 89% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. **Root Cause:** Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

School Processes & Programs

Problem Statement 2: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. **Root Cause:** The PLC model being utilized doesn't provide consistent teacher support.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 39.3% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37.1% to 42% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP

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

Strategy's Expected Result/Impact: An increase in students' math fluency and the ability to demonstrate concept attainment. Teachers' delivery of Tier 1 instruction will yield student growth using HQIM and efficacy of best practices in the math classroom.

Staff Responsible for Monitoring: Campus Administration & CIC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

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

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Utilize an observation, coaching, feedback cycle to track the effectiveness of WPM, WDM, and the delivery of Tier 1 instruction. Intended Audience: K-5th grade teachers & CIC Provider / Presenter / Person Responsible: Campus Administration Date(s) / Timeframe: Weekly, August 2024-May 2025 Collaborating Departments: Teach & Learning Math Content Coach Delivery Method: face to face during weekly PLCs | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Our overall student achievement in Math on grade level or above is 11%. 89% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment FWISD Campus Academic Progress Summary based on 2023-2024 MOY report. **Root Cause:** Lack of Foundational Skills and the continued need of small group instruction to support differentiation. Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

School Processes & Programs

Problem Statement 2: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. **Root Cause:** The PLC model being utilized doesn't provide consistent teacher support.

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 39.3% to 50% by May 2025.
Increase the percentage of African American students scoring at meets or above on STAAR Reading from 37.1% to 43% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Ensure equity of materials and resources.

Staff Responsible for Monitoring: CIC & Campus Administration

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Ensure services are provided for all sub populations to improve quality of instructional practices in the classrooms by ensuring students are being processed through MTSS as needed for effective academic services.</p> <p>Intended Audience: Classroom teachers, GT, SPED, EB</p> <p>Provider / Presenter / Person Responsible: Classroom teachers & MTSS team</p> <p>Date(s) / Timeframe: Bi-weekly, August 2024-May 2025</p> <p>Collaborating Departments: K-5th grade, SPED, GT, EB, & MTSS team</p> <p>Delivery Method: bi-weekly MTSS meetings</p> <p>Funding Sources: SPED Program-Classroom Supplies for RISE/ESCS/Resource/Speech/Diagnostician - SPED (199 PIC 23) - \$3,970, Supplies - GT (199 PIC 21) - \$187</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 2: Promote free choice reading through the library.</p> <p>Intended Audience: PK-5th</p> <p>Provider / Presenter / Person Responsible: Librarian and Classroom Teachers</p> <p>Date(s) / Timeframe: Weekly</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Library Books based on Student interests - TITLE I (211) - 211-12-6329-04E-118-30-510-000000-25F10 - \$3,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: Inconsistent monitoring of struggling or at-risk students. African American students have missed their math and reading growth targets for the last three reporting years. The reading target was 34% for the sub pop. Reading 2019-29%, 2022-24%, 2023-NS; Math 2019-22%, 2022-8%, 2023-NS. Root Cause: The MTSS process was not implemented with fidelity. Inconsistent documenting in Branching Minds. Lack of campus system to identify students in need of additional supports and ensure all students were monitored by the MTSS committee.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Inconsistent implementation of supplemental academic support and behavior support for students in special programs by faculty and staff. Root Cause: The campus intervention model lacks structure and monitoring.</p> |

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math from 22% to 50% by May 2025.
 Increase the percentage of African American students scoring at meets or above on STAAR Math from 12.3% to 39% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned to with FWISD curriculum resources.

Strategy's Expected Result/Impact: Teachers will gain collective efficacy by collaborating in PLCs to improve instructional practices.

Staff Responsible for Monitoring: 3rd-5th grade teachers, CIC, Campus Administration

Title I:

2.4, 2.6

- **TEA Priorities:**


Connect high school to career and college, Improve low-performing schools


- **ESF Levers:**


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


Problem Statements: Demographics 2 - School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Students and teachers will keep track of progress towards mastery of high leverage TEKS using data trackers. Intended Audience: Classroom teachers Provider / Presenter / Person Responsible: CIC & Campus Administration Date(s) / Timeframe: Weekly, January 2025 - May 2025 Collaborating Departments: Teaching and Learning Content Coaches Delivery Method: face to face | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Inconsistent monitoring of struggling or at-risk students. African American students have missed their math and reading growth targets for the last three reporting years. The reading target was 34% for the sub pop. Reading 2019-29%, 2022-24%, 2023-NS; Math 2019-22%, 2022-8%, 2023-NS. **Root Cause:** The MTSS process was not implemented with fidelity. Inconsistent documenting in Branching Minds. Lack of campus system to identify students in need of additional supports and ensure all students were monitored by the MTSS committee.

School Processes & Programs

Problem Statement 2: Inconsistent use of high-quality materials that are aligned to research-based instructional strategies, and meet the needs of all students. **Root Cause:** The PLC model being utilized doesn't provide consistent teacher support.

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 are chronically absent from 24.7% to 20% by May 2025.

Decrease the number and percentage of African American students who are chronically absent from 28.4% to 23% by May 2025.

High Priority

Evaluation Data Sources: Focus attendance reports

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

Strategy's Expected Result/Impact: Decrease in the percentage of chronically absent students and discipline incidents. An increase in parent engagement and positive school climate and culture.

Staff Responsible for Monitoring: FES, Data clerk, Attendance Committee, MTSS team and campus administration

Title I:

2.5, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

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

Problem Statements: Demographics 1 - Perceptions 1, 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| <p>Action Step 1: Incentivize attendance (by class and grade level), parent engagement, and good behavior. Each six weeks, students will receive a reward for perfect attendance and grade levels will receive a reward for high attendance. Students will receive a privilege for good behavior.</p> <p>Provide opportunities for attendance recovery after school.</p> <p>Intended Audience: FES, Data Clerk, Campus Administration</p> <p>Provider / Presenter / Person Responsible: FES, Data Clerk, Campus Administration</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: face to face, email, phone</p> <p>Funding Sources: Student Incentives - TITLE I (211) - 211-11-6499-04E-118-30-510-000000-25F10 - \$700, - TITLE I (211) - 211-11-6121-04E-118-30-510-000000-25F10 - \$1,000</p> | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 2: Implement a class attendance tracking system starting August 2024. The class with the highest monthly attendance per grade level will be celebrated the last Friday of each month. Create campus wide house system to increase student sense of belonging, student leadership opportunities, and community engagement. Four houses have been established. A point system is used to promote good citizenship, character, and moral values. Points will be displayed on monitors throughout the campus to reinforce campus discipline expectations.</p> <p>Intended Audience: Teachers, students, and staff members Provider / Presenter / Person Responsible: Data clerk, FES, & Campus administration Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Parent Engagement Delivery Method: face to face</p> <p>Funding Sources: - TITLE I (211) - 211-61-6399-04L-118-30-510-000000-25F10 - \$4,700</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Provide monthly opportunities for parental involvement. This will include monthly parent meetings which includes PTA, All Pro-Dads, and Dads on Duty.</p> <p>Intended Audience: Parents & students Provider / Presenter / Person Responsible: FES, teachers, & Campus Administration Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Parent Engagement Delivery Method: face to face</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-118-30-510-000000-25F10 - \$1,000, - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-118-30-510-000000-25F10 - \$2,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: The new teachers in 3rd & 4th grade will engage in professional learning at the Ron Clark Academy (RCA) two-day training in Atlanta, Georgia. Substitutes will be secured to cover the teacher's classes during this time.</p> <p>Intended Audience: 3 teachers (3rd & 4th grade) Provider / Presenter / Person Responsible: RCA attendees Date(s) / Timeframe: August 2024-December 2025</p> <p>Funding Sources: Registration & Travel Expense for RCA - TITLE I (211) - 211-13-6411-04E-118-30-510-000000-25F10 - \$15,000, - TITLE I (211) - 211-11-6112-0PD-118-30-510-000000-25F10 - \$1,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 5 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 5: Will utilize the Pik My Kid dismissal app to assist with the efficiency and safety of student dismissal.</p> <p>Intended Audience: PK-5th</p> <p>Provider / Presenter / Person Responsible: All Faculty</p> <p>Date(s) / Timeframe: October 1, 2024-May 23, 2025</p> <p>Delivery Method: Face to Face and Virtually</p> <p>Funding Sources: Technology App - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-118-30-510-000000-25F10 - \$4,500</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: The percentage of attendance at Hazel Harvey Peace ES is inconsistent. During the Winter, there is a significant decrease in attendance. Pre-K, kindergarten, first grade, third grade, and fourth grade dropped by more than 3%. Root Cause: Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.</p> |
| Perceptions |
| <p>Problem Statement 1: High frequency of habitual disruptive students' interruption of the learning of their peers. Students are not able to regulate their emotions in high stress situations based on the discipline data. Root Cause: Inconsistent utilization of the behavior support systems (RCA, Restorative Practices, BIPs, MTSS, SEL). A structured intervention support plan was not established for chronically misbehaving students, including MTSS documentation and the use of targeted interventions. Lack of campus resources to teach students how to regulate their emotions.</p> <p>Problem Statement 2: Need to engage every family and increase community/volunteer support. There is limited parental support and involvement. Root Cause: The biggest barriers for families are work schedules, transportation difficulties, and communication challenges.</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: Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 4.9% to 2% by May 2025.

Evaluation Data Sources: Focus-Discipline Report, ADQ Cycle Reports.

Strategy 1: A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation strategies.

Strategy's Expected Result/Impact: Decrease in referrals from students with highest referral occurrences.

Staff Responsible for Monitoring: Teacher Assistant, Case Manager, & Campus Administration

Title I:

2.6

- TEA Priorities:

Improve low-performing schools


- ESF Levers:


Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Provide learning environments that have cool off areas and resources to assist students in de-escalation. Teachers will effectively and consistently utilize campus discipline management system and classroom management system with rules, consequences, behavior intervention strategies, restorative discipline (K-5) and House system (3-5) incentive program to sustain compliance. The counselor and case manager will support campus discipline utilizing Character Strong curriculum resources.</p> <p>Intended Audience: At-Risk students Provider / Presenter / Person Responsible: Teachers & Teacher Assistants Date(s) / Timeframe: August 2024-August 2025 Collaborating Departments: Student Support Services Delivery Method: face to face</p> <p>Funding Sources: Classroom resources (guidance counseling curriculum resource or instruments) - TITLE I (211) - 211-11-6399-04E-118-30-510-000000-25F10 - \$5,390</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Inconsistent implementation of supplemental academic support and behavior support for students in special programs by faculty and staff. **Root Cause:** The campus intervention model lacks structure and monitoring.

Perceptions

Problem Statement 1: High frequency of habitual disruptive students' interruption of the learning of their peers. Students are not able to regulate their emotions in high stress situations based on the discipline data. **Root Cause:** Inconsistent utilization of the behavior support systems (RCA, Restorative Practices, BIPs, MTSS, SEL). A structured intervention support plan was not established for chronically misbehaving students, including MTSS documentation and the use of targeted interventions. Lack of campus resources to teach students how to regulate their emotions.

Campus Funding Summary

| TITLE I (211) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|---|---|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 2 | Reach Associate | Title I Teacher Assistant | 211-11-6129-04E-118-30-510-000000-25F10 | \$33,000.00 |
| 1 | 3 | 1 | 2 | | Title I Teacher Assistant | 211-11-6129-04E-118-30-510-000000-25F10 | \$26,894.00 |
| 3 | 1 | 1 | 2 | Library Books based on Student interests | Reading materials for library use | 211-12-6329-04E-118-30-510-000000-25F10 | \$3,000.00 |
| 4 | 1 | 1 | 1 | | Extra duty/Overtime (Support Staff) | 211-11-6121-04E-118-30-510-000000-25F10 | \$1,000.00 |
| 4 | 1 | 1 | 1 | Student Incentives | Snacks or incentives for students | 211-11-6499-04E-118-30-510-000000-25F10 | \$700.00 |
| 4 | 1 | 1 | 2 | | Supplies and materials for parental involvement | 211-61-6399-04L-118-30-510-000000-25F10 | \$4,700.00 |
| 4 | 1 | 1 | 4 | Registration & Travel Expense for RCA | Travel for Teachers (PD) | 211-13-6411-04E-118-30-510-000000-25F10 | \$15,000.00 |
| 4 | 1 | 1 | 4 | | Subs for professional development | 211-11-6112-0PD-118-30-510-000000-25F10 | \$1,000.00 |
| 4 | 2 | 1 | 1 | Classroom resources (guidance counseling curriculum resource or instruments) | Supplies and materials for instructional use | 211-11-6399-04E-118-30-510-000000-25F10 | \$5,390.00 |
| Sub-Total | | | | | | | \$90,684.00 |
| Budgeted Fund Source Amount | | | | | | | \$90,684.00 |
| +/- Difference | | | | | | | \$0.00 |
| FAMILY ENGAGEMENT (211) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 1 | 3 | | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-118-30-510-000000-25F10 | \$2,000.00 |
| 4 | 1 | 1 | 3 | | Snacks for parents to promote participation | 211-61-6499-04L-118-30-510-000000-25F10 | \$1,000.00 |
| 4 | 1 | 1 | 5 | Technology App | Technology for family engagement | 211-61-6396-04L-118-30-510-000000-25F10 | \$4,500.00 |
| Sub-Total | | | | | | | \$7,500.00 |

| FAMILY ENGAGEMENT (211) | | | | | | | | |
|-------------------------|-----------------------|----------|-------------|---|--------------------------------------|------------------------------------|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | Budgeted Fund Source Amount | \$7,500.00 |
| | | | | | | | +/- Difference | \$0.00 |
| BASIC (199 PIC 11) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| 1 | 2 | 1 | 2 | | INSTRUCTION STIPEND - PROFESSIONAL | 199-11-6118-XXX-118-11-313-000000- | \$27,000.00 | |
| | | | | | | | Sub-Total | \$27,000.00 |
| | | | | | | | Budgeted Fund Source Amount | \$27,000.00 |
| | | | | | | | +/- Difference | \$0.00 |
| GT (199 PIC 21) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| 3 | 1 | 1 | 1 | Supplies | | GENERAL SUPPLIES | | \$187.00 |
| | | | | | | | Sub-Total | \$187.00 |
| | | | | | | | Budgeted Fund Source Amount | \$187.00 |
| | | | | | | | +/- Difference | \$0.00 |
| CTE (199 PIC 22) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | | \$0.00 |
| | | | | | | | Sub-Total | \$0.00 |
| | | | | | | | Budgeted Fund Source Amount | \$0.00 |
| | | | | | | | +/- Difference | \$0.00 |
| SPED (199 PIC 23) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| 3 | 1 | 1 | 1 | SPED Program-Classroom Supplies for RISE/ESCS/Resource/Speech/Diagnostician | | GENERAL SUPPLIES | | \$3,970.00 |
| | | | | | | | Sub-Total | \$3,970.00 |
| | | | | | | | Budgeted Fund Source Amount | \$3,970.00 |

| SPED (199 PIC 23) | | | | | | | | |
|----------------------------|-----------------------|----------|-------------|------------------|-------------|--------------|------------------------------------|--------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | +/- Difference | \$0.00 |
| SCE (199 PIC 24) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | \$0.00 | |
| | | | | | | | Sub-Total | \$0.00 |
| | | | | | | | Budgeted Fund Source Amount | \$0.00 |
| | | | | | | | +/- Difference | \$0.00 |
| BEA (199 PIC 25) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | \$0.00 | |
| | | | | | | | Sub-Total | \$0.00 |
| | | | | | | | Budgeted Fund Source Amount | \$0.00 |
| | | | | | | | +/- Difference | \$0.00 |
| UNDISTRIBUTED (199 PIC 99) | | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount | |
| | | | | | | | \$0.00 | |
| | | | | | | | Sub-Total | \$0.00 |
| | | | | | | | Budgeted Fund Source Amount | \$0.00 |
| | | | | | | | +/- Difference | \$0.00 |
| | | | | | | | Grand Total Budgeted | \$129,341.00 |
| | | | | | | | Grand Total Spent | \$129,341.00 |
| | | | | | | | +/- 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 |