

Fort Worth Independent School District

156 Ridglea Hills Elementary School

2024-2025 Campus Improvement Plan



RIDGLEA HILLS ELEMENTARY

School Mission

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

School Vision

Our Vision is a community where all children feel loved, respected and encouraged to develop to their fullest potential.

Mission Statement

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

Vision

Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

All students and staff in the Ridglea Hills Learning Community are feel loved, respected and encouraged to develop to their fullest potential.

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2024

Demographics

Demographics Summary

Ridglea Hills Elementary School, located at 6817 Cumberland Rd. in Fort Worth, Texas, is one of 81 elementary schools in FWISD, serving 714 students and families in the 2023-24 school year. Our student population is comprised of 30% Hispanic, 22% African American, 42% White, 2% Asian, 2% Two or more, 6.1% Emergent Bilingual Learners (EB), 10% Gifted and Talented, 22% Special Education, and 57% Economically Disadvantaged students.

Ridglea Hills is a diverse campus that mainly serves its neighborhood students in our attendance zone. Most families drop off and pick up students, with 10% of students commuting by bus transportation, and 5% attending after-school programs on campus or surrounding areas.

Our high rise in attendance and commitment to our learning community is a result of having a vibrant and valued partnership with our PTA, teachers, and staff that share ownership and commitment to our students at Ridglea Hills. Our focus is meeting the social/emotional needs of our diverse learners and meeting them at their academic level to maximize their potential growth for ALL students!

Demographics Strengths

Ridglea Hills celebrates being "The Best Kept Secret" in FWISD! We celebrate consistency with a population of learners that return to our campus year after year, with a low mobility rate of 17% in comparison to our district at 21%. Families at RHE seek to continue their upward trajectory of high parental involvement, family engagement activities, and continue the "sense of belonging," in the RHE learning community. Our teachers and staff have taught traditions of families/siblings and that is attributed to our highly involved PTA and valued stakeholder partnership in our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the School Performance Framework from 2023-2024, African American students are marginalized in comparison to other student groups comprised of 40% of school suspensions in comparison to other student student groups. **Root Cause:** Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

Problem Statement 2: According to the Ridglea Hills Attendance Summary MOY Report, our campus is at 93% instead 97%. The specific student group that lack consistent attendance are our EB students that have 37% chronic absenteeism. **Root Cause:** Campus Administration must clarify information, roles, and responsibilities for attendance reporting, specifically for EB students to ensure procedures, and expectation for students, staff, and parents are consistent among all student groups.

Student Learning

Student Learning Summary

Our campus systematically addresses teaching for students at-risk of failing through teacher training and collaboration in DDI in PLCs by utilizing the DDI Protocols and Rubric for optimal student outcomes and growth. During our collaboration time teachers share best practices for implementation during quality tier I instruction, analyze student work, data, and assessments to internalize and customize lessons. This allows teachers and the instructional leadership cohesively work together to meet the needs of our diverse learners, set goals to analyze finish products, and again analyze the student work to determine quality exemplars for rigors learning.

At RHE, an area of opportunities and training for the 2024-2025 school year will be to study and internalize DDI protocols for quality implementation of TEKS alignment and rigor with state standards, specifically learning how to deconstruct TEKS. This will allow teachers and instructional leadership team to determine what is the verb/action of the learning objective and what it is asking. How will teachers implement the action of the learning objective and assess students to demonstrate mastery of TEKS/state standards for optimal student success.

Student Learning Strengths

This year students in K- grades grew in all grade levels on MAP reading and math from MOY to MOY based on the Winter to Winter in 2023 and 2024 school years. Teachers, Staff, and Instructional leadership team prioritized analyzing student data in DDI/PLCs to tier and provide daily interventions and supports to grow students and meet their academic goals. Students also made significant gains from BOY and MOY DreamBox 74% of our students completed 5 or more lessons, Core5 88% usage 43% students are on target for meeting their end of year goal, RHE started at only 4% of students above grade level. Currently we have 29% above grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy . **Root Cause:** Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.

Problem Statement 2 (Prioritized): From BOY to MOY 2023-2024 MAP assessments, our 5th grade students projected growth in math was 6.2%, but the observed growth was 3%. This is a deficit of -2.19. **Root Cause:** Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and planning in PLCS for standards alignment for rigorous quality tier I instruction.

Problem Statement 3 (Prioritized): From MOY 2023 to MOY 2024 MAP assessments, our students served under Special Education program were on target to reach their goal for ELAR, but have decreased by 5% on MAP Growth for Literacy . **Root Cause:** Teachers lack of training, missed opportunities to coordinate with co-teachers, campus behavior

expectations and process, and classroom management.

School Processes & Programs

School Processes & Programs Summary

In 2023-2024, campus process and programs were reviewed by instructional leadership team and guiding coalition to determine four identified school-wide processes to implement to enhance and support RHE's learning community. We will continue this process in the 2024-2025 school year to ensure that we focus on the following:

- Developing a workforce that is student and customer centered - Refine and retain the process for recruiting highly qualified teaching and professional support staff to supporting data, curriculum and instruction, assessment, and meet the needs of our students.
- Increase Student Achievement - Providing professional development for support quality tier I instruction that is aligned with the the FWISD curriculum, DDI Processes and Protocols to enhance PLCS. Instruction should be rigorous, aligned with state standards, demonstration of instructional staff of TEKS and standards, and differentiate instruction to meet the needs of all diverse learners.
- Improve Operational Effectiveness and Efficiency - Ensuring that equity of services for all student groups is implemented with consistency and fidelity by instructional leadership team, teachers, staff, and valued stakeholders in the learning community.
-
- Enhance Family and Community Engagement - Building Relationships with all Stakeholders and Supporting Parental Involvement from all Parents in the Ridglea Hills Elementary, where every member has a sense of belonging and matter of importance.

School Processes & Programs Strengths

According to our School Performance Framework, we continue to have an accountability rating of a B and rated 4 out of 5 stars. We are a focused campus, with an instructional staff instructional committed to implementing DDI, MTSS, and Standards/Alignment with fidelity to strategically improve and accelerate student outcomes. With a laser/granular focus, it allows our teachers and staff to plan, implement, assess, and reflect on DDI, MTSS, standards/alignments, instructional strategies, and best practices during plcs for optimal student academic growth and achievement.

Teachers and Staff at RHE are resilient and determined to meet the needs of our students by providing rigorous quality tier I instruction aligned with state standards. Teachers and Staff attend professional development that focuses on informed decisions about district-wide strategies, priorities for school and system improvement plans that inform our campus of priorities grounded

in our data. This will allow our staff to focus on the areas of highest need(s) as determined by students outcomes for continuous improvement and do the work for actionable steps for optimal student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the MOY attendance report for students, 37% of Emergent Bilingual students had chronic absenteeism was at 37% school wide this school year. **Root Cause:** Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents regarding progress monitoring through MTSS, PLCs, and SST.

Problem Statement 2 (Prioritized): Based on the 2022-2023 School Performance Framework, our students are identified for the opportunity group based on their beginning of year reading and/or math score at the 25th percentile failed STAAR (2023) in reading and math. **Root Cause:** Teachers and Staff lack of tracking data consistently for all students, in RLA & Math, Professional development in DDI protocols & process during PLCs, and following MTSS/SST guidelines.

Perceptions

Perceptions Summary

Ridglea Hills Elementary values all stakeholders in our school learning community. We consistently seek parent, teacher, staff, and student input to impact our school's culture and climate through our guiding coalition, instructional leadership team, PTA, sbdm, student council, and community stakeholder meetings.

Data is collected monthly on attendance, discipline, grade reporting, MTSS and SST systems that also includes but not limited to: school suspensions that identify marginalized groups, essential initiatives implemented through FWISD curriculum and our adoption of the Ron Clark 55 Essentials characteristics/House system, and counseling reports to impact our school culture and climate in our learning community. According to our MOY 2022- 2023 data, our students attendance has increased by 15% at RHE. With fidelity of our implementation of the Ron Clark's House System of **all** students having a sense of belonging, it provides an indicator that students "feel loved, respected and encouraged to reach their full potential for academic growth" in their learning community.

Perceptions Strengths

The student enrollment at RHE has increased from 650 students in 2022/2023 to 715 in 2023/2024. This is a result to our parents and staff unwavering support and commitment to our learning community. As a result, students, staff, and parents have received at least three awards from the TEXAS PTA organization this year and been celebrated through designated ceremonies, events, and award programs recognized by our district.

RHE is committed to community partnerships this year that focused on student teachers from the Tarleton State Department Of Education working alongside veteran teachers and staff work to support students this year and serve all students in the learning environment. Inviting, Tarleton's future student teachers to listen, learn, and lead alongside our RHE teaching staff is an investment in future educators that will hopefully become apart of the "FWISD family," as they learn how to support SEL and internalize DDI strategies to support for optimal student outcomes in currently FWISD classrooms.

Due to our strong presence of our PTA, committees, community organizations, and valued stakeholders in our learning community, our school events this year saw an increase in attendance from these events. This has not only impacted and increased a positive culture and climate within our school, but has shown evidence of enrollment projections increasing from 715 to 741 students for the 2024-2025 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the MOY data in RLA and Math for 2023-2024, EB, African American, and Special Education student groups are under performing White student groups in all subject areas by 30%. **Root Cause:** Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and specialized lesson planning in PLCS for standards alignment for rigorous quality tier I instruction.

Problem Statement 2: For school outreach activities, parent involvement doesn't reflect our student demographics based on the 2023-2024 reporting documentation in qualtrics. **Root Cause:** Campus Stakeholders lack of consistent communication and outreach for all parents to be involved in all campus activities.

Priority Problem Statements

Problem Statement 1: According to the School Performance Framework from 2023-2024, African American students are marginalized in comparison to other student groups comprised of 40% of school suspensions in comparison to other student student groups.

Root Cause 1: Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy .

Root Cause 2: Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: From BOY to MOY 2023-2024 MAP assessments, our 5th grade students projected growth in math was 6.2%, but the observed growth was 3%. This is a deficit of -2.19.

Root Cause 3: Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and planning in PLCS for standards alignment for rigorous quality tier I instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the MOY attendance report for students, 37% of Emergent Bilingual students had chronic absenteeism was at 37% school wide this school year.

Root Cause 4: Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents regarding progress monitoring through MTSS, PLCs, and SST.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on the 2022-2023 School Performance Framework, our students are identified for the opportunity group based on their beginning of year reading and/or math score at the 25th percentile failed STAAR (2023) in reading and math.

Root Cause 5: Teachers and Staff lack of tracking data consistently for all students, in RLA & Math, Professional development in DDI protocols & process during PLCs, and following MTSS/SST guidelines.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on the MOY data in RLA and Math for 2023-2024, EB, African American, and Special Education student groups are under performing White student groups in all subject areas by 30%.

Root Cause 6: Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and specialized lesson planning in PLCS for standards alignment for rigorous quality tier I instruction.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: From MOY 2023 to MOY 2024 MAP assessments, our students served under Special Education program were on target to reach their goal for ELAR, but have decreased by 5% on MAP Growth for Literacy .

Root Cause 7: Teachers lack of training, missed opportunities to coordinate with co-teachers, campus behavior expectations and process, and classroom management.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- RDA 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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

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

Employee Data

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

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 13, 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 83% to 90% by May 2025.

Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 78% 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 62% to 70% by May 2025.

Evaluation Data Sources: Circle CLI, FWISD MOY CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) by utilizing collaborative team meetings focused on the CTMS rubric. Curriculum for all students by developing opportunities for teachers to engage in lesson internalization by DDI meetings, CTMS, campus walkthroughs, observations, coaching, and feedback by campus instructional leadership team.

Strategy's Expected Result/Impact: Increase the percentage Pre-K Students who score on track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Campus Administration, CIC, and Teachers and Staff.

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administrators, campus instructional coach, and pre-k instructional coach will perform at least 2 walkthroughs and 1 coaching conversation with each PreK teacher per semester. The Coaching to Fidelity Checklist for Teachers will be utilized to ensure adherence and alignment to Creative Curriculum.</p> <p>Intended Audience: CIC and Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC, and Pre-K Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: N/A</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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy . Root Cause: Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.</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 55% to 65% 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 46% to 56% by May 2025.

Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 58% by May 2025.

Evaluation Data Sources: NWEA Map Fluency and End of Year CIP Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, focused on the utilization of research based practices, assignments, interventions and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten-Grade 3 students to meet or exceed grade level expectation on key MAP Fluency Indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Teachers, and Title I Teacher Assistant.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

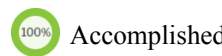
Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Conduct plcs the will include at least 3 Data-Drive Instructional Meetings per 6 weeks in which teachers and Title I Teacher Assistant(s) examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the learning objective.</p> <p>Intended Audience: K-3rd Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, and Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: Campus DDI/PLC Meetings</p> <p>Funding Sources: Title I Teacher Assistants - TITLE I (211) - 211-11-6129-04E-156-30-510-000000-25F10 - \$53,788, Subs Professional and Extra Duty Support - BASIC (199 PIC 11) - 199-11-6116-XXX-156-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy . Root Cause: Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.</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 46% to 56% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Economically Disadvantage from 38% to 43% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 37% by May 2025.

Evaluation Data Sources: NWEA Map Growth Reading and MOY CIP Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the students performance tasks, focused on the utilization of research based practices, classroom activities, intervention and formative assessment from the Curriculum framework.

Strategy's Expected Result/Impact: Increase the percentage of K-5th grade students who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Principal, Assistant Principal, and CIC

Title I:
2.4, 2.5, 2.6

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the learning objective.</p> <p>Intended Audience: K-5th grade Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, and CIC</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Extra Duty Pay for Staff for Planning - TITLE I (211) - 211-13-6116-04E-156-30-510-000000-25F10 - \$1,500, All In Learning Digital Data Resource - TITLE I (211) - 211-11-6329-04E-156-30-510-000000-25F10 - \$6,363.20</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: From BOY to MOY 2023-2024 MAP assessments, our 5th grade students projected growth in math was 6.2%, but the observed growth was 3%. This is a deficit of -2.19. **Root Cause:** Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and planning in PLCS for standards alignment for rigorous quality tier I instruction.

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 96% 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 72% to 88% by May 2025.

Evaluation Data Sources: CLI Circle Data and End of Year Companion Guide

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

Strategy's Expected Result/Impact: Increase the percentage of PK students who score on track on Circle Math from 91% to 96% by May 2025.

Staff Responsible for Monitoring: Campus Administration, CIC, Pre-K instructional coach, teachers, and staff.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Track and monitor enrollment, attendance, and implementation of Creative Curriculum training and intentional teaching areas to ensure 100% of teachers are implementing with fidelity to support all students.</p> <p>Intended Audience: CIC, Teachers, and Students</p> <p>Provider / Presenter / Person Responsible: Campus Administration, CIC, and Pre-K Instructional Coach</p> <p>Date(s) / Timeframe: August 24-May 25</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Snacks and Materials for Families to promote attendance and meetings - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-156-30-510-000000-25F10 - \$2,223</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Based on the MOY attendance report for students, 37% of Emergent Bilingual students had chronic absenteeism was at 37% school wide this school year.
Root Cause: Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents regarding progress monitoring through MTSS, PLCs, and SST.

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 56% to 70% by May 2025.

Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 70% by May 2025.

Evaluation Data Sources: MAP Growth Math Percent Met RIT Score Norm Report.
No Data, TX-KEA Data cancelled for 2023 EOY. Data for BOY TX-KEA was used.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above grade level standards including the student performance tasks, exit tickets, classroom activities, assignments, intervention and formative assessment from the Curriculum, and Lead4Ward Resources.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who meet math RIT grade norm from 57% to 62% by May 2025.

Staff Responsible for Monitoring: Campus Administration, CIC, Teachers, and Staff.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching while focusing on frequent classroom data collection walks, data analysis, calibration of feedback, and action planning for instructional support.</p> <p>Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Principal, AP, and CIC Date(s) / Timeframe: August 2024-2025, Weekly ILT Meetings Collaborating Departments: Executive Director and Learning and Leading Delivery Method: ILT Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy . **Root Cause:** Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.

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 56% to 62% by May 2025.

Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus from 47% to 56% by May 2025.

Evaluation Data Sources: MAP Growth and EOY CIP Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above grade level standards including the student performance tasks, exit tickets, classroom activities, assignments, intervention and formative assessment from the Curriculum, and Lead4Ward Resources.

Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus from 47% to 56% by May 2025.

Staff Responsible for Monitoring: Principal, AP, and CIC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching while focusing on frequent data collection walks, data analysis , calibration of feedback, and action planning for instructional support. Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Principal, AP, and CIC Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Lead4Ward, Executive Director, and Learning Leading Delivery Method: ILT Meetings, Faculty Meetings, and PLCs Funding Sources: Professional Conference/Development - UNDISTRIBUTED (199 PIC 99) - 199-36-6411-XXX-156-99-313-000000- - \$7,500	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: From MOY 2023 to MOY 2024 MAP assessments, our students served under EB program were on target to reach their goal for ELAR, but have decreased by 15% on MAP Growth for Literacy . **Root Cause:** Consistency with staff's lack of progress monitoring through MTSS, SST, and professional development in DDI processes and protocols to ensure students' success.

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 47% to 80% by May 2025. Increase the percentage of African American students that is most marginalized by instruction on our campus from 23% to 70% by May 2025.

Evaluation Data Sources: Campus Administration, CIC, Teachers, and Staff.

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2025.

Staff Responsible for Monitoring: Campus Administration, Teachers, CIC and Staff

Title I:





2.4, 2.5, 4.1, 4.2

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Administration, CIC, Teachers, and Staff will compile formative and summative data reports and multiple data points to share with teachers/staff to study, analyze, and assist with action planning during DDI/PLCs for academic student success.</p> <p>Intended Audience: Teachers & Staff</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC, Lead Teachers, District Content Presenters, and Contractual Presenters</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: Varied</p> <p>Funding Sources: Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-156-99-313-000000- - \$14,730, Supplies and Materials - SCE (199 PIC 24) - 199-11-6399-001-156-24-313-000000- - \$6,045</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty cells for the review periods			

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will use instructional resources, materials, and supplies to plan for quality tier I instruction each six weeks during professional development days for all students.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Campus Administration, Teachers, CIC, and Staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: N/A Delivery Method: Direct Instruction</p> <p>Funding Sources: Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-156-11-313-000000- - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers and Staff will plan for STAAR instructional camps using Lead4Ward Materials and Other District Approved Resources to focus on high leverage TEKS/through Standards Alignment to increase student academic performance.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers, Administrators, CIC, and Staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: N/A Delivery Method: Direct Instruction</p> <p>Funding Sources: Supplies, Materials, and Subs - BASIC (199 PIC 11) - 199-11-6321-XXX-156-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Provide professional development for special education staff to build their capacity in providing differentiated instructional materials and resources for students served in the special education program.

Strategy's Expected Result/Impact: Increase the percentage of 4-5 grade SPED students receiving a growth point of 1 or higher on STAAR Reading and Math.

Staff Responsible for Monitoring: Teachers, CIC, Campus Administration, Special Education Coach, and Staff

Title I:

2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Incorporate special education instructional skills and support during PLCs/DDI meetings to ensure teachers/staff are customizing lesson plans, activities, and skills to differentiate to meet the needs of diverse learners.</p> <p>Intended Audience: Classroom Teachers/Staff</p> <p>Provider / Presenter / Person Responsible: CIC, Campus Administrators, Special Education Coach, and District Sped Dept.</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: In person</p> <p>Funding Sources: Supplies and Materials - SPED (199 PIC 23) - \$6,396</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Provide professional development for teachers and staff to build their capacity in providing differentiated instructional materials and resources for students served in the gifted and talented education program.

Strategy's Expected Result/Impact: Increase the percentage of 4-5 grade GT students receiving a growth point of 1 or higher on STAAR Reading and Math.

Staff Responsible for Monitoring: Teachers, CIC, Campus Administration, GT Teachers, and Staff





Title I:

2.5, 2.6

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Incorporate gifted and talented instructional skills and support during PLCs/DDI meetings to ensure teachers/staff are customizing lesson plans, activities, and skills to differentiate to meet the needs of diverse learners.</p> <p>Intended Audience: Classroom Teachers/Staff</p> <p>Provider / Presenter / Person Responsible: CIC, Campus Administrators, GT Teachers, and District GT Dept.</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Materials - GT (199 PIC 21) - \$1,512</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: From MOY 2023 to MOY 2024 MAP assessments, our students served under Special Education program were on target to reach their goal for ELAR, but have decreased by 5% on MAP Growth for Literacy. Root Cause: Teachers lack of training, missed opportunities to coordinate with co-teachers, campus behavior expectations and process, and classroom management.</p>
School Processes & Programs
<p>Problem Statement 2: Based on the 2022-2023 School Performance Framework, our students are identified for the opportunity group based on their beginning of year reading and/or math score at the 25th percentile failed STAAR (2023) in reading and math. Root Cause: Teachers and Staff lack of tracking data consistently for all students, in RLA & Math, Professional development in DDI protocols & process during PLCs, and following MTSS/SST guidelines.</p>
Perceptions
<p>Problem Statement 1: Based on the MOY data in RLA and Math for 2023-2024, EB, African American, and Special Education student groups are under performing White student groups in all subject areas by 30%. Root Cause: Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and specialized lesson planning in PLCs for standards alignment for rigorous quality tier I instruction.</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 47% to 80% by May 2025. Increase the percentage of African American students that is most marginalized by instruction on our campus from 23% to 70% by May 2025.

Evaluation Data Sources: STAAR Math Scores 2025

Strategy 1: Develop and develop a data-informed culture to ensure evidence-based decision-making that leads to students academic success and positive outcomes.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from XX% to XX% by May 2025. Increase the percentage of African American students that is most marginalized by instruction on our campus from XX% to XX% by May 2025.

Staff Responsible for Monitoring: Campus Administration, CIC, Teachers, and Staff.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

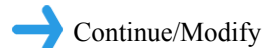
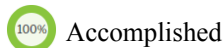
Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Administration, CIC, Teachers, and Staff will compile formative and summative data reports and multiple data points to share with teachers/staff to study, analyze, and assist with action planning during DDI/PLCs for academic student success.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Administration, CIC, Teachers, Staff, and District Content Staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: N/A Delivery Method: Varied</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2:

Based on the 2022-2023 School Performance Framework, our students are identified for the opportunity group based on their beginning of year reading and/or math score at the 25th percentile failed STAAR (2023) in reading and math. **Root Cause:** Teachers and Staff lack of tracking data consistently for all students, in RLA & Math, Professional development in DDI protocols & process during PLCs, and following MTSS/SST guidelines.

Perceptions

Problem Statement 1: Based on the MOY data in RLA and Math for 2023-2024, EB, African American, and Special Education student groups are under performing White student groups in all subject areas by 30%. **Root Cause:** Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and specialized lesson planning in PLCS for standards alignment for rigorous quality tier I instruction.

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 26% to 24% by May 2025.

Decrease the number and percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 32% by May 2025.

Evaluation Data Sources: Attendance Data Dashboard and Attendance Committee Meetings

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 the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26% to 24% by May 2025.

Decrease the number and percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 32% by May 2025.

Staff Responsible for Monitoring: Campus Staff, Administration, Data Clerk, FES, MTSS/SST teams, Counselor.

Title I:

4.1, 4.2





- TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By Sept. 2024, campus leadership will convene and initial CAC committee and engage in the following daily supports: home visits, warm calls, attendance, petitions, and daily electronic notifications via Blackboard (Parent Link).</p> <p>Intended Audience: Parents and Students Provider / Presenter / Person Responsible: Campus Attendance Committee Date(s) / Timeframe: September 2024-May 2025; Every 6 weeks reporting period Collaborating Departments: Campus and Student Support Services Delivery Method: In-Person</p> <p>Funding Sources: Supplies and Materials Parent/Community - BEA (199 PIC 25) - 199-61-6399-001-156-25-313-000000 - \$383</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Review and monitor OSP student data for consecutive absences. Provide interventions before 10 consecutive absences. Home visits by campus personnel and student/parent meeting with district homeless liaison.</p> <p>Intended Audience: Parents, Students, and Staff Provider / Presenter / Person Responsible: Campus Attendance Committee Date(s) / Timeframe: September 2024-May 2025; Every 6 weeks reporting period Collaborating Departments: Campus and Student Support Services Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on the MOY attendance report for students, 37% of Emergent Bilingual students had chronic absenteeism was at 37% school wide this school year. Root Cause: Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents regarding progress monitoring through MTSS, PLCs, and SST.</p>

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from 14% to 70% by May 2025. Increase positive response by African American students hat is most marginalized by instruction on our campus from 27% to 22% by May 2025.

Evaluation Data Sources: ADQ Archive Cycle Report for 6th Six Weeks, Focus Data Discipline Report, and MOY Companion Guide

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 the overall number of discipline referrals by school personnel from 141 to 70 percent by May 2025. Increase positive response by African American students hat is most marginalized by instruction on our campus from 27% to 22% by May 2025.

Staff Responsible for Monitoring: All campus staff, shared learning community stakeholders in the learning community, PTA, parents and district community stakeholders.

Title I:

4.1, 4.2

- TEA Priorities:


Connect high school to career and college


- ESF Levers:


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


Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By Sept. 2024, campus staff will identify members, form SST, and outline routine meeting schedule dates/times. Intended Audience: AA student groups Provider / Presenter / Person Responsible: SST Date(s) / Timeframe: August 2024-May 2025; Twice a month Collaborating Departments: Multiple Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: According to the School Performance Framework from 2023-2024, African American students are marginalized in comparison to other student groups comprised of 40% of school suspensions in comparison to other student student groups. **Root Cause:** Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

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

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

Performance Objective 3: Decrease the number of out of school suspensions for Economically Disadvantage students is most marginalized on our campus from 4.1% to 3.1% by May 2025.

Evaluation Data Sources: District Data Dashboard and Focus 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 the number of out of school suspensions for Economically Disadvantage students is most marginalized on our campus from 4.1% to 3.1% by May 2025.

Staff Responsible for Monitoring: All campus staff, shared learning community stakeholders in the learning community, PTA, parents and district community stakeholders.

Title I:

2.5, 2.6, 4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By October 2024, SST team will review and share relevant data to review students with high suspensions, assign caseload to relevant staff, perform root cause analysis, and provide follow-up support and resources.</p> <p>Intended Audience: SST</p> <p>Provider / Presenter / Person Responsible: SST</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Multiple</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: According to the School Performance Framework from 2023-2024, African American students are marginalized in comparison to other student groups comprised of 40% of school suspensions in comparison to other student student groups. **Root Cause:** Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 90% by May 2025. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus from 60% to 70% by May 2025.

Evaluation Data Sources: FES Report and collection of sign-in sheets from the parent engagement department, teacher, and school.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLCs/DDI, Pyramid Collaboration, SBDM, & Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 90% by May 2025. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus from 60% to 70% by May 2025.

Staff Responsible for Monitoring: FES, Campus Administration, SST, Staff, SBDM, and PTA

Title I:

2.5, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:


Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: After each school event, gather stakeholder and family feedback for assessment and future planning.</p> <p>Intended Audience: Students and Families</p> <p>Provider / Presenter / Person Responsible: Campus Administration, FES, and Campus Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Multiple</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: School Events/Student Travel - BASIC (199 PIC 11) - 199-11-6412-XXX-156-11-313-000000- - \$8,230</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Based on the MOY data in RLA and Math for 2023-2024, EB, African American, and Special Education student groups are under performing White student groups in all subject areas by 30%. **Root Cause:** Teachers lack of DDI processes and protocols to unpack TEKS, professional pd with Lead4ward, and specialized lesson planning in PLCS for standards alignment for rigorous quality tier I instruction.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title I Teacher Assistants	Title I Teacher Assistant	211-11-6129-04E-156-30-510-000000-25F10	\$53,788.00
1	3	1	1	Extra Duty Pay for Staff for Planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-156-30-510-000000-25F10	\$1,500.00
1	3	1	1	All In Learning Digital Data Resource	Reading materials & Software for classroom use	211-11-6329-04E-156-30-510-000000-25F10	\$6,363.20
Sub-Total							\$61,651.20
Budgeted Fund Source Amount							\$61,651.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Snacks and Materials for Families to promote attendance and meetings	Snacks for parents to promote participation	211-61-6499-04L-156-30-510-000000-25F10	\$2,223.00
Sub-Total							\$2,223.00
Budgeted Fund Source Amount							\$2,223.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Subs Professional and Extra Duty Support	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-156-11-313-000000-	\$3,000.00
3	1	1	2	Supplies and Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-156-11-313-000000-	\$10,000.00
3	1	1	3	Supplies, Materials, and Subs	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-156-11-313-000000-	\$1,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	School Events/Student Travel	INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-156-11-313-000000-	\$8,230.00
Sub-Total							\$22,230.00
Budgeted Fund Source Amount							\$22,230.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	1	Supplies and Materials	GENERAL SUPPLIES		\$1,512.00
Sub-Total							\$1,512.00
Budgeted Fund Source Amount							\$1,512.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies and Materials	INSTRUCTIONAL MATERIALS		\$6,396.00
Sub-Total							\$6,396.00
Budgeted Fund Source Amount							\$6,396.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and Materials	Supplies and materials for instructional use	199-11-6399-001-156-24-313-000000-	\$6,045.00
Sub-Total							\$6,045.00
Budgeted Fund Source Amount							\$6,045.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies and Materials Parent/Community	Supplies and materials - parent/community	199-61-6399-001-156-25-313-000000	\$383.00
Sub-Total							\$383.00
Budgeted Fund Source Amount							\$383.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Professional Conference/Development	COCURRICULAR/ EXTRACURRIC TRAVEL - EMPLOYEE ONLY	199-36-6411-XXX-156-99-313-000000-	\$7,500.00
3	1	1	1	Supplies and Materials	COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-156-99-313-000000-	\$14,730.00
Sub-Total							\$22,230.00
Budgeted Fund Source Amount							\$22,230.00
+/- Difference							\$0.00
Grand Total Budgeted							\$122,670.20
Grand Total Spent							\$122,670.20
+/- 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