

Fort Worth Independent School District
176 Waverly Park Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission for FWISD and Waverly Park is to prepare ALL students for success in college, career and community leadership.

Vision

At Waverly Park, ALL community members will identify themselves as successful readers.

Value Statement

Integrity, Respect, Hard Work, that is Waverly Park Tiger Way!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
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.	20
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.	38
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	56
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	66
Campus Funding Summary	78
Policies, Procedures, and Requirements	81

Comprehensive Needs Assessment

Revised/Approved: June 24, 2024

Demographics

Demographics Summary

Demographics Summary

Introduction

Our Campus Needs Assessment starts every year in mid March at Waverly Park. Big chart papers are placed in the principals office. Each depart/grade has a chart paper to write what they consider a problem to be solved. Admin meets with our PTA in April and May to offer them the chance to express the same. Student Council is asked to share ith the counselor what they think it is working and what it is not. Once the chart papers are collected, the leadership team decides which problems are "us" and what are "me" problems.

Some of the problems are easy to solve and we do not wait until next year. Those needs that required a plan and are affecting our school community, make the cut to this Campus Needs Assessment. IT is a great process of collaboration and refinement. This refinement includes the alignment of our goals, our strategies, our action steps and our resources.

Our enrollment is at the approximately 700 students. Please keep in mind these numbers when valuing the accomplishments of our staff, parents and community.

Historic information

Waverly Park Elementary is a EE to a 5th-grade public school built in 1959, in the neighborhood known as Mary's creek between West Camp Bowie and Benbrook. Our address is 3604 Cimmaron Trail in Fort Worth, TX. Our students will go to Leonard MS and Western Hills HS. We are proud to be part of the Western Hills Pyramid.

Waverly Park has one of the largest attendance zones in Fort Worth ISD which brings a beautiful representation of the city of Fort Worth. Waverly Park is the Regional School Day for the Deaf and Hard of Hearing which brings a great inclusive environment for ALL students. Our diversity is our treasure.

Through the years, the school has changed physically. The blue hallway addition was constructed around the year 2005. The whole block belongs to the school. Waverly Park is surrounded by two partnering churches and two homes developments, Grace Church to the East and Westside Presbyterian Church to the West.

Waverly Park has one of the strongest PTA in FWISD. We have a full board that meets every second Tuesday of the month. There are teacher representatives in the board. We have academics night during the general membership nights. At this time, our PTA has more than \$15,000 ready to be utilized effectively for our students. Our PTA has spent over \$20,000 in supporting our instruction for the 23-24 school year (Supports to Amplify- knowledge section- and Eureka) Our school is always looking for parents to join our pta board. Feel free to email them at wavpartpta@gmail.com to be part of this great group of parents.

Attendance and Enrollment under the current leadership

23 -24 Pending rating AUG 11 tentative date

22-23 Pending Rating

21-22 Overall Rating - B with an Academic Distinction in Science.

20-21 No Rated

19-20 Not Rated

18-19 Overall Rating -C with an Academic Distinctions in Science and Reading

17-18 Met Standards

All rating and attendance well above district average.

Feel free to email Mr. Baeta if you have questions, comments or concerns at roberto.baetagutierrez@fwisd.org

Demographics Strengths

Waverly Park is a diverse campus.

Waverly Park has maintained an enrollment approximately of 700 students. Our daily attendance has only decreased in PK gone down.

Summary of Strengths

- Fully certified experienced teacher
- Solid and proactive PTA
- Research based curriculum with campus and district support for implementation of engaging lessons.
- Family Engagement Specialist; Grade level chats connected to all parents in the grade level.
- One on one devices for all students.

- Free Breakfast and Lunch for all students.
- Partnerships with agencies.
- PK Master program. PK teachers across FWISD visit Waverly Park to understand our district wide PK initiative.
- After school clubs.
- Fee Based and Sponsored After School Care (YMCA).
- Experience Counselor.
- Regional School Day for the Deaf.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause:** We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2 (Prioritized): Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. **Root Cause:** This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks

Student Learning

Student Learning Summary

Student learning,

Note to the reader; at the time that this CIP was published only preliminary 2024 STAAR data was released. In 2022 and 2023 data indicated a strong growth in Reading and Math especially for our African American students. We moved from a C to B school based on our growth. Our academic performance was not at the same level of success.

MAP Data and STAAR Test data for 2023 -2024 are available in the ADQ portal and TEA website

-Data trends (FWISD ADQ reports)

-TEA accountability Reports

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2022&lev=C&id=220905176&prgopt=reports/acct/domain3.sas

-2024 STAAR 3- 8 PEIMS Subset (orelinary data)

To request data, please contact roberto.baetagutierrez@fwisd.org

Student Learning Strengths

Student Learning Strengths based on Wave 3 (EOY) Circle data in English

- 86% of our PK students are on track for Book and Print Knowledge.
- 92% of of our PK students are on track for Counting Sets.
- 97% of our PK students are on track for Early writing.
- 92% of our PK students are on track for Letter Sounds
- 96% of our PK students are on track for Math

-89% of our PK students are on track for Phonological Awareness.

-99% of our PK students are on track for Shape Discrimination.

- 94% of our PK students are on track for Speech Production

-90% of our PK students are on track for Story Retelling.

Student Learning Strengths based on Wave 3 (EOY) Circle data in Spanish

- 95% of of our PK students are on track for Counting Sets.

- 91% of our PK students are on track for Early writing.

- 95% of our PK students are on track for Math

-91% of our PK students are on track for Phonological Awareness.

-100% of our PK students are on track for Shape Discrimination.

-91 % of our PK students are on track for Story Retelling.

-95% of our PK students are on track for Rhyming I.

Student Learning Strengths based on Reading MAP (EOY) in English

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14)

- Kinder Average RIT Score increased 19 points.

-All Student Groups increased on Average RIT Score from BOY to Moy and from MOY to EOY.

- All grade level except 1st grade increased for RIT Score Norm.

- All grade levels increased on Met BOY to EOY Projected Growth.

- All Student Groups increased on Met BOY to EOY Projected Growth.

Student Learning Strengths based on Reading MAP (EOY) in Spanish

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14, same as English peers)

-All Student Groups increased on Average RIT Score from BOY to Moy and from MOY to EOY

-Our third graders increased on Met BOY to EOY Projected Growth (82% by EOY)

Student Learning Strengths based on Math MAP (EOY)

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14, connection to literacy)

- All grade levels increased for RIT Score Norm.

- All grade level except 1st grade increased for RIT Score Norm.

- All grade levels increased on Met BOY to EOY Projected Growth.
- All Student Groups increased on Met BOY to EOY Projected Growth.

STAAR 2022 Data - Pending released for 2023)

Domain 3: Closing the gaps Scale Score 75

Component	Subject	ALL	AA	H	W	Sped	ED	EL	CE	NCE
Acad Achi	Math	29	20	27	46	8	24	32	30	26
Acad Achi	Reading	44Y	34Y	42Y	54	14	39Y	36Y	42	49Y
Academic Growth	Math	74Y	76Y	74Y	69	59	72Y	71Y	73Y	78Y
Academic Growth	Reading	84Y	80Y	87Y	80Y	68Y	85Y	91Y	85Y	83Y
Eng. Lang. Profi.								50 Y		
St. Achi. on STAAR	All comb	39N	29N	38N	52N	15N	35N	39Y	38N	42N

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sp Ed supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff. **Root Cause:** Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data.

Problem Statement 2 (Prioritized): Enrichment opportunities; Need to accelerate growth for all students- Our high achiever students are not showing high growth like their peers based on MAP data (Quadrant reports by classroom) **Root Cause:** Our teachers and staff need more training and PLC time on the usage of the Learning Continuum (MAP resource) to present content on the high achievers' ZPD and monitor their progress beyond BOY, MOY and EOY. ZPD, stands for The Zone of Proximal Development and it is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instructional programs.

One of the biggest asset of Fort Worth ISD is our Curriculum Frameworks. Every teacher has full access to a scope and sequence, unit plans, numerous activities and different tools to assess their student learning. We are the most experienced campus in the district regarding our PK curriculum. Last year we started implementing our new reading and writing program (Amplify) and our new Math program (Eureka)

Professional development.

All our teachers and staff have plenty of opportunities to grow through professional development at District level. District level training may occur during working hours or outside working hours (FLEX hours). Teachers are compensated for all this. Opportunities are campus level take place during Staff Meetings, Teacher Led PLC's and coaching conferences with instructional coaches and admin.

Leadership & decision-making processes.

Our leadership team's main role is to be the campus instructional leaders. Our Lead teachers rotate every two years in order to have as many leaders as possible over an extended period of years.

Communication

Our official way to communicate is via email address. We also provide opportunities to parents to communicate with teachers, admin and our Family Engagement Specialist via calls and text messages.

Scheduling

All Kinder to 5th grade students have 135 minutes of weekly PE. They received Art and Music instruction as well. Our teachers have a planning time of 50 minutes to plan, prepare and conference with parents among other duties. All PK to third grade classrooms are self contained. All our Dual Language classrooms are self contained. Our regular program 4th graders are in a team teaching scenario (Math&Science teacher and ELA&Social Studies teacher) Our 5th grade regular program classrooms are in triad (Math, Science and ELA&Social Studies) Our Deaf and Hard of Hearing students receiving inclusion services with their hearing peer based on their IEP's.

Support services

At Waverly Park, 17,5% of our students receive some type of support by our three Speech Therapist, by our two Special Education teachers, by our two Special Education Teacher Assistants, by our Dyslexia teachers, by our interim LSSP, by our diagnostician, by our seven deaf ed teams and by our three audiologist.

Extracurricular/co-curricular opportunities.

Waverly Park has a strong PTA advocating for our students. We are well known for our community and our extensive number of after school activities.

Free free to visit our Facebook page. We have multiple partners in the city of Fort Worth, Tarrant Water District, Blue Zones, Junior league of Fort Worth, For the Life of You Foundation...

Technology integration/plan.

Every student at Waverly Park has received a used iPad for the -2024 2025 school year.

Hiring

The selecting process, at the campus level, starts with multiple candidates screened before offering the first interview with a panel at the school. After the first interview, all teaching candidates are asked to do a demo lesson with one of our classrooms (candidate passes a background check)

Teachers development tools

- T-TESS Documentation
- T-TESS Coaching cycle
- Campus Instructional Coach for all teachers.
- Weekly Content PLC's all teachers- FWISD PLC Cycle.

All teachers are placed in assignments based on their strengths and certification.

School Processes & Programs Strengths

We are extremely low teachers turned over.

#2 Elementary School in Parent Portal accounts

Award-winning PTA, Social Media, and Parents liaison programs. 11 TX PTA Awards

Waverly Park has numerous community partners.

Stakeholders praise the sense of security in our campus (Campus Survey)

One to One device per student

Regional School Day for the Deaf.

Instructional look for are becoming consistent across campus. PD PLAN has been followed with Rigor

The PD PLAN includes,

- Instructional FOCUS for the month
- PLC agendas and FWISD cycle.
- Walk through FOCUS for the month.

Our teams brought these concerns regarding systems to the CNA process. We see these contributions as Strengths because they are catalyst for growth.

PK Team

- PK teachers want to have end of the unit celebrations which include inviting families and other community members.

Kinder Team

- Clear consequences for behaviors that are consistently enforced across the board.
- Pyramid activities – engagements
- Tighter control and monitoring during carline
- More support for teachers (K) during testing periods. **Extra two Title 1 teachers next year.**
- Create committees **PD Week**

- Fun Fridays for K (goal oriented and teks oriented) Make K fun again!

Professional Staff (Specials teachers)

- Make music program out through the year (We concentrate most of the first semester but the Pyramid Showcase event and May 15 event)
2nd and 4th grade

- Set expectations, posted, enforced, practiced
- More clear campus expectations for new teachers.
- Procedures listed somewhere accessible for all staff for common things
- Lunch duty changed. Lunch coverage all teachers at recess .
- Vertical alignment
- Abide by school schedules.
- Enforce dress code (daily)
- Timely communication
- Grade level student leaders? Monitors?
- Rotate play grounds each 6 weeks on a schedule.
- Parents allowed in classrooms all day any day,

3rd grade

- More poetry than Amplify provides (which means we need to be off the district
- More wiggle room on Curriculum
- Consistency of behavior and consequences
- More professional development – modeled lesson, of curruculum
- Designated time in schedule for computer program.
- Teacher of the month (to feel appreciated)
- Admin conversations with students about expectations by grade level monthly.

Deaf Ed

- a suplement program for the exisiting Deaf Ed ELA curriculum.... Bilingual Grammar Curriculum

(Foundations for Literacy or Bedrock Literacy)

- PLC meeting for DHH teachers

1st grade

- Support for dismissal
- Consistency with behavior consequences
- Vertical planning
- Longer PLC time

Sped Ed teachers

- Review process for referrals

- Another diagnostician to help with caseload
- Use PLC's to focus on T. Tess/ Core Competencies/ Best Practices
- Define "Quality Tier 1 Instruction" & Provide Rubric

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our technology programs were implemented in quantity and creating a huge distraction for our learners, but we can do a more intentional job (quality) to increase the number of students to Met Projected Growth (49% in Reading and 54% in Math) **Root Cause:** More need for professional development for Computer Adaptive Programs such as Lexia, Dreambox and Don Johnston. Action Plan: More PD for admin in order to monitor and provide better guidance to teachers and staff.

Problem Statement 2 (Prioritized): Our reading and math program have not been implemented to their full extend. **Root Cause:** Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

Perceptions

Perceptions Summary

Surveys, interview, & focus groups.

Our community and our PTA create Focus group with parents and teachers to finalize projects for the interests of our students

- 5th grade committee. This committee has been working all year long to support our 5th graders

- Garden Committee. This committee has been initiative to support our PK students.

- School Committees such as Hospitality.

Parent engagement evaluations/feedback & participation levels.

Parents have a voice by attending our monthly PTA membership nights.

All our parents are invited to join our grade level GroupMe chats where they have direct access to the principal.

We have signed sheets for every event that we do at Waverly Park. Some of our events are attending by people in the hundreds, Tiger Honor Rallies, Carnival, Student Champion Awards, Career Days, Book Fairs....

Culture, climate, values beliefs.

We are in the Home of Student Champion. Our students cherish our three goals, integrity, respect and hard work. Former students come back to visit, and they still live by our credo.

Community partnerships

Our Counselor, our FES and admin contacts make our community a well support community. We are lucky to have the support of our community partners from our churches, our mentoring programs, FWISD department, The FW Library, Blue Zones, multiple restaurants and business around the area.

Volunteer data.

There is a strong sense of community, Waverly Park belongs to the community.

Student feedback.

We have an ongoing Student Council and Safety Patrol put together by our Tigers (5th and 4th graders) for our Tigers (All students at Waverly Park)

Staff retention.

This year, we lost four staff members to other districts and two retired. We have 102 staff members.

Discipline

Staff, faculty and Admin agrees that that number one distractor from instruction is discipline.

Perceptions Strengths

Recognitions from the CNA Campus Survey

Excellent rapport between parents and staff members.

Multiple channels of communications;Phone- Two to three staff members ready to response, Website, Facebook,Messenger,Instagram and calls.

GroupMe chat (two-way communication with all parents)

Strong sense of community

Parent support. We are so lucky!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perception for teachers that there is no consistency on applying discipline consequences **Root Cause:** No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 2 (Prioritized): Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

Priority Problem Statements

Problem Statement 1: Our reading and math program have not been implemented to their full extent.

Root Cause 1: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade.

Root Cause 2: We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success.

Root Cause 3: This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks

Problem Statement 3 Areas: Demographics

Problem Statement 4: Sp Ed supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.

Root Cause 4: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Enrichment opportunities; Need to accelerate growth for all students- Our high achiever students are not showing high growth like their peers based on MAP data (Quadrant reports by classroom)

Root Cause 5: Our teachers and staff need more training and PLC time on the usage of the Learning Continuum (MAP resource) to present content on the high achievers' ZPD and monitor their progress beyond BOY, MOY and EOY. ZPD, stands for The Zone of Proximal Development and it is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our technology programs were implemented in quantity and creating a huge distraction for our learners, but we can do a more intentional job (quality) to increase the number of students to Met Projected Growth (49% in Reading and 54% in Math)

Root Cause 6: More need for professional development for Computer Adaptive Programs such as Lexia, Dreambox and Don Johnston. Action Plan: More PD for admin in order to monitor and provide better guidance to teachers and staff.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Perception for teachers that there is no consistency on applying discipline consequences

Root Cause 7: No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1)

Root Cause 8: The teachers and admin response to discipline is reactive more than proactive.

Problem Statement 8 Areas: Perceptions

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)

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

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Goals

Revised/Approved: August 3, 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 89% to 93% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 91% to 93% 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 84 % to 93% by May 2025.

Strategy 1: Impact at classroom level, Improve the quality and alignment of Tier 1 instruction for all students through the use of the Teaching Strategies Curriculum process. Demonstrate why we are the PK ambassador campus in FWISD.

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89% to 93% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 91% to 93% by May 2025.

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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.

Staff Responsible for Monitoring: PK team

Admin team plus IC

EC department

Title I:

2.4

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on PK Principles and guidelines analysis.</p> <p>Intended Audience: PK Students PK parents PK Community PK team Admin team plus IC EC department</p> <p>Provider / Presenter / Person Responsible: Admin team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: EC Department Family engagement</p> <p>Delivery Method: In person Mail Digital</p> <p>Funding Sources: Supplies for engagement during community events - FAMILY ENGAGEMENT (211) - 211-61-6129-04L-176-30-510-000000-25F10 - \$1,090</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Impact across grade level, Ensure PK PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89% to 93% by May 2025.

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Staff Responsible for Monitoring: PK team

Admin team plus IC

EC department

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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PK teachers will meet once a week with Admin, Instructional Coach and Data Analyst including PLC Agendas with four agreements. PK Teachers will decide the type of cycle. Priorities content delivery (year #1) Learning enviroment (year #3) and interest areas (year#2) PK PLC will have the presence of EC representative. PK teachers will attend Wednesday online presentations by the EC department.</p> <p>Intended Audience: PK team Admin team plus IC EC department</p> <p>Provider / Presenter / Person Responsible: EC dept Specialist Pk team Admin</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: EC dept</p> <p>Delivery Method: In person ZOOM</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Impact at campus and district level, collaborate with the Early Childhood department to have Waverly Park as a Master Campus for other PK teachers in the district and grow through feedback from the department, the visiting teachers and admin.

- Campus and district wide initiative
- Attendance plan: Incentives and protocols
 - Mentoring
 - Outreach
 - Implementation of the queaver program
 - Career Day
 - College and Career week
 - Week of the young child

- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89% to 93% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 91% to 93% 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 84 % to 93% by May 2025.

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.

Staff Responsible for Monitoring: PK team

Admin team plus IC

EC department

Title I:

2.4, 2.5

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Admin and EC department will schedule visit throughout the year Intended Audience: PK team Admin Provider / Presenter / Person Responsible: EC department Admin Date(s) / Timeframe: AUG 24 - MAY 25 Collaborating Departments: EC department Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause:** We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. **Root Cause:** This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks

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 18 % to 47 % by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21% to 47% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency for African American students from 56 % to 65 % by May 2025.

Strategy 1: Impact at classroom level, Under a DDI mindset, Improve the quality and alignment of Tier 1 for all students through the use of the Amplify Unit and lesson internalization process and the FWISD Instructional Framework. Work to improve the master and knowledge of the TEKS by Faculty and Staff.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 18 % to 47 % by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21% to 47% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency for African American students from 56 % to 65 % by May 2025.

Staff Responsible for Monitoring: Kinder to 3rd grade

Instructional Coach

Admin team

Content Area department specialist

SPED depart

Dyslexia department.

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Action Step 1: Ensure daily implementation by</p> <p>*Monitoring</p> <p>*Coaching</p> <p>Adjustment of instruction</p> <p>Check for understanding</p> <p>Rigorous instruction based on TEKS analysis.</p> <p>Intended Audience: Kinder to 3rd grade students and teachers</p> <p>Provider / Presenter / Person Responsible: Kinder to 3rd grade teachers</p> <p>Title I Teacher Assistant (third grade)</p> <p>Data Analyst</p> <p>Admin</p> <p>Instructional Coach</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: All content area department</p> <p>Sped, Dyslexia and 504 departments.</p> <p>Tech depart.</p> <p>Delivery Method: in person</p> <p>Funding Sources: Title I TA - TITLE I (211) - 211-11-6129-04E-176-30-510-000000-25F10 - \$26,894, Title I Reading/Math teacher - TITLE I (211) - 211-11-6119-04E-176-30-510-000000-25F10 - \$71,639.20</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Impact across grade level, Ensure PLC are regularly scheduled to actively develop engaging and rigorous lessons based upon students needs with district- approved resources. PLCS's will concetrate in 3 different systems, Standards and alignment, Interventions and MTSS.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 18 % to 47 % by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21% to 47% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency for African American students from 56 % to 65 % by May 2025.

Staff Responsible for Monitoring: Kinder to 3rd grade

Instructional Coach

Admin team

Content Area department specialist

SPED depart

Dyslexia department.

Title I:

2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements.</p> <p>Intended Audience: Kinder to 3rd grade students and teachers Instructional Coach Admin team Content Area department specialist SPED depart Dyslexia department.</p> <p>Provider / Presenter / Person Responsible: Kinder to 3rd grade teachers Instructional Coach Admin team Content Area department specialist SPED depart Dyslexia department.</p> <p>Date(s) / Timeframe: AUG 24 - MAY 25</p> <p>Collaborating Departments: Content area departments</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 3: MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by providing Professional Development to Staff members using as a reference our Lone Star Governance, our board goals and our superintendent's SWOT Analysis.

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 18 % to 47 % by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21% to 47% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency for African American students from 56 % to 65 % by May 2025.

Staff Responsible for Monitoring: Kinder to 3rd grade

Instructional Coach

Admin team

Content Area department specialist

SPED depart

Dyslexia department.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of MAP Fluency BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning.</p> <p>Intended Audience: Kinder to 3rd grade students and teachers Instructional Coach Admin team Content Area department specialist SPED depart Dyslexia department.</p> <p>Provider / Presenter / Person Responsible: Kinder to 3rd grade teachers Instructional Coach Admin team Content Area department specialist SPED depart Dyslexia department.</p> <p>Date(s) / Timeframe: AUG 24-MAY 25</p> <p>Collaborating Departments: Content area and specialized departments.</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. Root Cause: This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks</p>
Student Learning
<p>Problem Statement 1: Sp Ed supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff. Root Cause: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data.</p>
School Processes & Programs
<p>Problem Statement 2: Our reading and math program have not been implemented to their full extend. Root Cause: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific 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 51% to 60 % by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 45 % to 60% 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 42% to 60% by May 2025.

Strategy 1: Impact at classroom level, Improve the quality and alignment of Tier 1 for all students through the use of the Amplify Unit and lesson internalization process and the FWISD Instructional Framework.

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 60 % by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 45 % to 60% 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 42% to 60% by May 2025.

Staff Responsible for Monitoring: Kindergarten through Grade 5 teachers.

Admin team plus IC

EC department

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure daily implementation by *Monitoring *Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. Intended Audience: Kindergarten through Grade 5 students . Provider / Presenter / Person Responsible: Kindergarten through Grade 5 teachers. Admin team plus IC EC department Date(s) / Timeframe: AUG 24 - MAY 25 Collaborating Departments: All content and specialized department Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Strategy 2: Ensure PLC are regularly scheduled to actively develop engaging and rigorous lessons based upon students' needs with district- approved resources.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends

- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 60 % by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 45 % to 60% 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 42% to 60% by May 2025.

Staff Responsible for Monitoring: Kindergarten through Grade 5 teachers.

Admin team plus IC

EC department

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization. PLC Agendas with four agreements</p> <p>Intended Audience: Kindergarten through Grade 5 students.</p> <p>Provider / Presenter / Person Responsible: Kindergarten through Grade 5 teachers. Admin team plus IC EC department</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: All content area and Specialized departments</p> <p>Delivery Method: in person</p> <p>Funding Sources: Title I TA - TITLE I (211) - 211-11-6129-04E-176-30-510-000000-25F10 - \$22,326</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Impact at campus and district level, examine process in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by providing Professional Development to Staff members using as a reference our Lone Star Governance, our board goals and our superintendent's SWOT Analysis.

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Promote and encourage the administration, interpretation and application of MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning,

Staff Responsible for Monitoring: Kindergarten through Grade 5 teachers.
Admin team plus IC
EC department
Title I teacher

Title I:
2.4, 2.5, 2.6


- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Additional Targeted Support Strategy


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

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning,</p> <p>Intended Audience: Kindergarten through Grade 5 students.</p> <p>Provider / Presenter / Person Responsible: Kindergarten through Grade 5 teachers. Admin team plus IC EC department Title I teacher</p> <p>Date(s) / Timeframe: AUG 24 -May 25</p> <p>Collaborating Departments: All content areas and specialized departments</p> <p>Delivery Method: in person</p> <p>Funding Sources: GT program supplies - GT (199 PIC 21) - \$1,025, Special Ed supplies and materials - SPED (199 PIC 23) - \$8,156, Materials for closing the gap - SCE (199 PIC 24) - 199-11-6399-001-176-24-313-000000- - \$6,780</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Enrichment opportunities; Need to accelerate growth for all students- Our high achiever students are not showing high growth like their peers based on MAP data (Quadrant reports by classroom) **Root Cause:** Our teachers and staff need more training and PLC time on the usage of the Learning Continuum (MAP resource) to present content on the high achievers' ZPD and monitor their progress beyond BOY, MOY and EOY. ZPD, stands for The Zone of Proximal Development and it is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance.

School Processes & Programs

Problem Statement 1: Our technology programs were implemented in quantity and creating a huge distraction for our learners, but we can do a more intentional job (quality) to increase the number of students to Met Projected Growth (49% in Reading and 54% in Math) **Root Cause:** More need for professional development for Computer Adaptive Programs such as Lexia, Dreambox and Don Johnston. Action Plan: More PD for admin in order to monitor and provide better guidance to teachers and staff.

Problem Statement 2: Our reading and math program have not been implemented to their full extend. **Root Cause:** Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

Perceptions

Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

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 96% to 98 % 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 89% to 98 % by May 2025.

Strategy 1: Impact at classroom level, Improve Tier 1 Math Instruction using The PK curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks to increase achievement and learning outcomes.

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: 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.

Increase the percentage of PK students who score On Track on Circle Math from 96% to 98 % 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 89% to 98 % by May 2025.

Staff Responsible for Monitoring: PK team

Admin plus IC

T1 teacher

EC department

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. Intended Audience: PK students and teachers Provider / Presenter / Person Responsible: PK team Admin plus IC T1 teacher EC department Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: EC department Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Impact across grade level, Ensure PK PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.

- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.

Strategy's Expected Result/Impact: 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.

Increase the percentage of PK students who score On Track on Circle Math from 96% to 98 % 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 89% to 98 % by May 2025.

Staff Responsible for Monitoring: PK team

Admin plus IC

T1 teacher

EC department

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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements.</p> <p>Intended Audience: PK students and teachers</p> <p>Provider / Presenter / Person Responsible: Responsible PK team Admin plus IC T1 teacher EC department</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: EC department</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Impact at campus and district level, examine process in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by providing Professional Development to Staff members using as a reference our Lone Star Governance, our board goals and our superintendent's SWOT Analysis.

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support

- HS support

Strategy's Expected Result/Impact: 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.

Increase the percentage of PK students who score On Track on Circle Math from 96% to 98 % 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 89% to 98 % by May 2025.

Staff Responsible for Monitoring: PK team

Admin plus IC

T1 teacher

EC department

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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Additional Targeted Support Strategy


Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming (learning continuing) , targets and professional learning,</p> <p>Intended Audience: All staff members</p> <p>Provider / Presenter / Person Responsible: Admin plus IC T1 teacher EC department</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: All departments</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause:** We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. **Root Cause:** This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks

School Processes & Programs

Problem Statement 2: Our reading and math program have not been implemented to their full extend. **Root Cause:** Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 75 % to 85% by May 2025.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 95 % to 97% 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 54% to 65% by May 2025.

Strategy 1: Impact at classroom level, Improve Tier 1 Math Instruction using the Eureka Math curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks to increase achievement and learning outcomes.

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75 % to 85% by May 2025.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 95 % to 97% 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 54% to 65% by May 2025.

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.

Staff Responsible for Monitoring: Kinder team

Admin

IC

T1 teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. Intended Audience: Kinder students Provider / Presenter / Person Responsible: Kinder team Admin IC T1 teacher Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: EC deparment Delivery Method: in person ZOOM	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Impact across grade level, Ensure Math PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset

- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75 % to 85% by May 2025.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 95 % to 97% 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 54% to 65% by May 2025.

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.

Staff Responsible for Monitoring: Kinder team

Admin

IC

T1 teacher

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

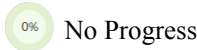
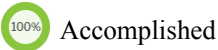
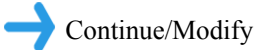

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: *PLC in four different formats. 1. Long term planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessment 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be completed in the classroom at a specific time and date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.</p> <p>Intended Audience: Kinder students</p> <p>Provider / Presenter / Person Responsible: Kinder team Admin IC T1 teacher</p> <p>Date(s) / Timeframe: Aug 24 - May 25</p> <p>Collaborating Departments: EC department</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Strategy 3: Impact at campus and district level, Examine process in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by providing Professional Development to Staff members using as a reference our Lone Star Governance, our board goals and our superintendent's SWOT Analysis.

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75 % to 85% by May 2025.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 95 % to 97% 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 54% to 65% by May 2025.

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.

Staff Responsible for Monitoring: Kinder team

Admin

IC

T1 teacher

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- **Additional Targeted Support Strategy**


Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of Math MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming (learning continuing) , targets and professional learning,</p> <p>Intended Audience: Kinder students</p> <p>Provider / Presenter / Person Responsible: Kinder team Admin IC T1 teacher</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: EC department</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. **Root Cause:** This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks

Student Learning

Problem Statement 1: Sp Ed supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff. **Root Cause:** Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data.

School Processes & Programs

Problem Statement 1: Our technology programs were implemented in quantity and creating a huge distraction for our learners, but we can do a more intentional job (quality) to increase the number of students to Met Projected Growth (49% in Reading and 54% in Math) **Root Cause:** More need for professional development for Computer Adaptive Programs such as Lexia, Dreambox and Don Johnston. Action Plan: More PD for admin in order to monitor and provide better guidance to teachers and staff.

Problem Statement 2: Our reading and math program have not been implemented to their full extend. **Root Cause:** Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 59% to 70 % by May 2025.

Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed projected growth on Spanish MAP Growth from 62 % to 70 % 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 49 % to 60% by May 2025.

Strategy 1: Impact at classroom level,,Improve Tier 1 Math Instruction using the Eureka Math curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks to increase achievement and learning outcomes.

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 59% to 70 % by May 2025.

Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed projected growth on Spanish MAP Growth from 62 % to 70 % 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 49 % to 60% by May 2025.

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.

Staff Responsible for Monitoring: Kinder to 5th grade teachers

Admin plus IC

T1 teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis.</p> <p>Intended Audience: Kinder to 5th grade students Provider / Presenter / Person Responsible: T1 TA Kinder to 5th grade teachers Admin plus IC T1 teacher</p> <p>Date(s) / Timeframe: AUG 24 to May 25 Collaborating Departments: Math department Delivery Method: in person zoom</p> <p>Funding Sources: Materials for additional targeted status (closing the gap) - BASIC (199 PIC 11) - 199-11-6321-XXX-176-11-313-000000- - \$19,620</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: PD for Math Intended Audience: Teachers Provider / Presenter / Person Responsible: Third party. Date(s) / Timeframe: AUG 24 May 25 Collaborating Departments: Math department Delivery Method: in person - Staff Meetings. Funding Sources: PD for Math and reading - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-176-99-313-000000- - \$19,620	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Impact across grade level, Ensure Math PLC's take place once a week to actively develop engaging and rigorous lessons based upon students' needs with district approved resources.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Strategy's Expected Result/Impact: *PLC in four different formats. 1. Long term planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessment 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization

Staff Responsible for Monitoring: T1 TA

Kinder to 5th grade teachers
Admin plus IC
T1 teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 2


Action Step 1 Details	Reviews			
<p>Action Step 1: *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization</p> <p>Intended Audience: Kinder to 5th grade students</p> <p>Provider / Presenter / Person Responsible: Kinder to 5th grade teachers Admin plus IC T1 teacher</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: in person ZOOM</p> <p>Funding Sources: Materials and supplies for Math instruction - BEA (199 PIC 25) - 199-11-6399-001-176-25-313-000000 - \$1,058, Materials and supplies for instruction - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-176-99-313-000000-</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 3: Impact at campus and district level, Develop and maintain a data informed culture to ensure evidence-based decision making that leads to positive student outcomes

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 59% to 70 % by May 2025.

Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed projected growth on Spanish MAP Growth from 62 % to 70 % 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 49 % to 60% by May 2025.

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

Staff Responsible for Monitoring: Kindergarten - Grade 5 teachers

Admin plus IC

T1 teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Data sources to inform present levels of performance, TEKS targets High quality instructional strategies professional learning, Intended Audience: Kindergarten - Grade 5 students Provider / Presenter / Person Responsible: Kindergarten - Grade 5 teachers Admin plus IC T1 teacher Date(s) / Timeframe: AUG 24- May 25 Collaborating Departments: Math departments Delivery Method: in person ZOOM</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 3 Problem Statements:

Demographics
<p>Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. Root Cause: This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks</p>
School Processes & Programs
<p>Problem Statement 2: Our reading and math program have not been implemented to their full extend. Root Cause: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.</p>
Perceptions
<p>Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences Root Cause: No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.</p>
<p>Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) Root Cause: The teachers and admin response to discipline is reactive more than proactive.</p>

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 26 % to 48 % by June 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 26% to 48% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Preliminary STAAR scores

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

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 26 % to 48 % by June 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 ___% to ___% by May 2025.

Staff Responsible for Monitoring: 3 to 5th teachers
Admin with IC

T1 Teacher.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis.</p> <p>Intended Audience: 3 to 5th students Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher. Date(s) / Timeframe: Aug 24- May 25 Collaborating Departments: Math department Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase a scanner for data driven instruction support</p> <p>Intended Audience: All teachers Provider / Presenter / Person Responsible: Veronica Barron Date(s) / Timeframe: AUG to MAY</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: Impact across grade level, Align and leverage resources and systems of support for existing academic advising
Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 26 % to 48 % by June 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 ___% to ___% by May 2025.

Staff Responsible for Monitoring: 3 to 5th teachers
 Admin with IC
 T1 Teacher.

Title I:
 2.4, 2.5, 2.6

- **TEA Priorities:**
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC with Agendas including four agreements. Instructional Coach case load. *PLC in four different formats. 1. Long term planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessment 4. MTSS. PLC#2 and 3 under the DDI Mindset.</p> <p>Intended Audience: 3 to 5th students</p> <p>Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher.</p> <p>Date(s) / Timeframe: AUG 24 - May 25</p> <p>Collaborating Departments: Math department</p> <p>Delivery Method: in person</p> <p>zoom</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Strategy 3: Impact at campus and district level, Develop and maintain a data informed culture to ensure evidence based decision making that leads to positive student outcomes

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 26 % to 48 % by June 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 ___% to ___% by May 2025.

Staff Responsible for Monitoring: 3 to 5th teachers

Admin with IC

T1 Teacher.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Data sources to inform present levels of performance, TEKS targets High quality instructional strategies professional learning, Intended Audience: 3 to 5th students Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher. Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: Math Department Delivery Method: IN person ZOOM meeting</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. Root Cause: This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks</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 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 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 34% to 45 % by May 2025.

High Priority**HB3 Goal**





Evaluation Data Sources: Preliminary STAAR Test results on May 30

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

Tier 1 Instruction strategies

- TTESS - Provide feedback to teachers and staff members.
- Lesson planning - Curriculum and Standard Alignment
- Class profile - Tier 1 Instruction characteristics
- Small group instruction
- Exit tickets in all content areas.
- Data and goal setting for students
- Homework folders
- Writing to the TEK initiative alignment to the CFW
- Classroom environment excellence
- Coaching from instructional coach
- TA's becoming instructional leaders
- Purchase of any extra resources and materials to accomplish campus and district goals.
- Use of STAAR formatted materials
- Spiral reviews to maintain Meets and Master levels
- Use of technology - Quizzes
- Specific tutoring

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. Intended Audience: 3 to 5th students Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher. Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: Math department Delivery Method: in person zoom meeting	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Impact across grade level, Align and leverage resources and systems of support for existing academic advising

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Strategy's Expected Result/Impact: 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.

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 ___% to ___% by May 2025.

Staff Responsible for Monitoring: 3 to 5th teachers

Admin with IC

T1 Teacher.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- **Additional Targeted Support Strategy**


Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC Agendas with four agreements. *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset.</p> <p>Intended Audience: 3 to 5th students</p> <p>Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher.</p> <p>Date(s) / Timeframe: AUG 24 to May 25</p> <p>Collaborating Departments: Math department</p> <p>Delivery Method: in person zoom meeting</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 3: Impact at campus and district level, Develop and maintain a data informed culture to ensure evidence-based decision making that leads to positive student outcomes

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach

- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: 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.

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 ___% to ___% by May 2025.

Staff Responsible for Monitoring: 3 to 5th teachers

Admin with IC

T1 Teacher.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Data sources to inform present levels of performance, TEKS targets High quality instructional strategies professional learning, Intended Audience: 3 to 5th students Provider / Presenter / Person Responsible: 3 to 5th teachers Admin with IC T1 Teacher. Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: Math departments Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. Root Cause: This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers' ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching and the 2024- 2025 implementation of learning walks</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 1: Decrease the number and percentage of students who have excessive absences (below 90% attendance) from 19 % to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 15% by May 2025.

Strategy 1: Align and leverage programs, resources and MTSS to improve daily attendance rates in PK.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child

- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (below 90% attendance) from 19 % to 15% by May 2025. Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 15% by May 2025.

Staff Responsible for Monitoring: Admin
Data Clerk
FES

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Organize school events to increase PK parents/school engagement. Work with FES and Parents Partnerships dept to communicate to PK parents that attendance matters.</p> <p>Intended Audience: Waverly Park Community</p> <p>Provider / Presenter / Person Responsible: Admin Data Clerk FES</p> <p>Date(s) / Timeframe: AUG 24 to May 25</p> <p>Collaborating Departments: FE department Leadership</p> <p>Delivery Method: in person zoom meeting</p> <p>Funding Sources: Materials and supplies for community events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-176-30-510-000000-25F10 - \$2,180</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:

Perceptions
<p>Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences Root Cause: No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.</p>
<p>Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) Root Cause: The teachers and admin response to discipline is reactive more than proactive.</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 overall number of discipline referrals by school personnel from to by May 2025.

Evaluation Data Sources: FOCUS reports

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the learner.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart
- Registration effort year-round. \

- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from to by May 2025.

Staff Responsible for Monitoring: All stakeholders

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Additional Targeted Support Strategy


Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Reinforce our current RP systems with PBIS implementation and PD for Staff Members and the community Intended Audience: All stakeholders are Provider / Presenter / Person Responsible: Principal Counselor All staff members PTA FES Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: RP Counseling Leadership Delivery Method: in person ZOOM	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences **Root Cause:** No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

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

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 27 to 10 by May 2025.

Evaluation Data Sources: FOCUS Reports

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the learner.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child
- Learning Walks with personal from depart

- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 27 to 10 by May 2025.

Staff Responsible for Monitoring: All staff members

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Organize school events to increase AA parents/school engagement. Work with FES and Parents Partnerships dept to communicate our commitment to all students. Intended Audience: AA families Provider / Presenter / Person Responsible: FES Principal Date(s) / Timeframe: AUG 24 - May 25 Collaborating Departments: FES department Delivery Method: in person ZOO meetings	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences **Root Cause:** No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

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

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

Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from _90% to 95% by May 2023.

Evaluation Data Sources: PTA meeting sign in logs

Strategy 1: Foster collaborative partnerships (PTA, SBDM, Student Council, Partnerships with agencies) with all stakeholders to communicate data-informed needs and formulate solutions for improved student-outcomes.

Grade Level Collaboration

- DDI execution (year 2)
- PLC (year 7) - Intentional group planning - Review of the unit guides -IPC
- Behavior interventions
- PBIS
- RP mindset
- Data trends
- Learning Walks with WP staff members only.
- Active engagement in the library
- Counselor and guidance support
- Tiger rallies and recognitions to boost morale and learning.
- Analysis of quarterly assessments
- PD
- Tutoring
- Lexia
- Dreambox
- Purchase of any extra resources and materials to accomplish campus and district goals.
-

Campus and district wide initiative

- Attendance plan: Incentives and protocols
- Mentoring
- Outreach
- Implementation of the queaver program
- Career Day
- College and Career week
- Week of the young child

- Learning Walks with personal from depart
- Registration effort year-round. \
- Purchase of any extra resources and materials to accomplish campus and district goals.
- MTSS process - 3 steps
- Attendance monitoring
- Progress Monitoring - Data folder per student
- TA title 1 support
- HS support

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 90% to 95% by May 2023.

Staff Responsible for Monitoring: FES
Principal

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: By having a full PTA board with subcommittee where all student populations are represented.</p> <p>Intended Audience: All stakeholders</p> <p>Provider / Presenter / Person Responsible: FES Principal</p> <p>Date(s) / Timeframe: AUG 24- May 25</p> <p>Collaborating Departments: FES department</p> <p>Delivery Method: in person ZOOM meetings</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 4 Problem Statements:

Perceptions

Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences **Root Cause:** No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title I TA	Title I Teacher Assistant	211-11-6129-04E-176-30-510-000000-25F10	\$26,894.00
1	2	1	1	Title I Reading/Math teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-176-30-510-000000-25F10	\$71,639.20
1	3	2	1	Title I TA	Title I Teacher Assistant	211-11-6129-04E-176-30-510-000000-25F10	\$22,326.00
Sub-Total							\$120,859.20
Budgeted Fund Source Amount							\$120,859.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies for engagement during community events	Family Engagement Specialist	211-61-6129-04L-176-30-510-000000-25F10	\$1,090.00
4	1	1	1	Materials and supplies for community events	Supplies and materials for parental involvement	211-61-6399-04L-176-30-510-000000-25F10	\$2,180.00
Sub-Total							\$3,270.00
Budgeted Fund Source Amount							\$3,270.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Materials for additional targeted status (closing the gap)	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-176-11-313-000000-	\$19,620.00
Sub-Total							\$19,620.00
Budgeted Fund Source Amount							\$19,620.00
+/- Difference							\$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	GT program supplies	GENERAL SUPPLIES		\$1,025.00
Sub-Total							\$1,025.00
Budgeted Fund Source Amount							\$1,025.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Special Ed supplies and materials	GENERAL SUPPLIES		\$8,156.00
Sub-Total							\$8,156.00
Budgeted Fund Source Amount							\$8,156.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Materials for closing the gap	Supplies and materials for instructional use	199-11-6399-001-176-24-313-000000-	\$6,780.00
Sub-Total							\$6,780.00
Budgeted Fund Source Amount							\$6,780.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1	Materials and supplies for Math instruction	Supplies and materials - instruction	199-11-6399-001-176-25-313-000000	\$1,058.00
Sub-Total							\$1,058.00
Budgeted Fund Source Amount							\$1,058.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	PD for Math and reading	STAFF DEVELOPMENT MISC CONTRACTED SERVICES	199-13-6299-XXX-176-99-313-000000-	\$19,620.00
2	3	2	1	Materials and supplies for instruction	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-176-99-313-000000-	\$0.00
Sub-Total							\$19,620.00
Budgeted Fund Source Amount							\$19,620.00
+/- Difference							\$0.00
Grand Total Budgeted							\$180,388.20
Grand Total Spent							\$180,388.20
+/- 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