

Fort Worth Independent School District
221 Western Hills Primary School
2024-2025 Campus Improvement Plan



Mission Statement

We, the community of Western Hills Primary, are dedicated to providing a positive and warm climate that is conducive to learning by incorporating strong teaching methodology and high expectations into all our students' learning opportunities.

Vision

Ensuring every Dolphin can RIDE to success (Resilient, Inspirational, Dedicated and Exceptional)

Value Statement

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Comprehensive Needs Assessment

Revised/Approved: February 23, 2024

Demographics

Demographics Summary

Western Hills Primary was opened in August of 2000 and is designed to serve ECSE students along with Pre-Kindergarten through First grade students. The campus was built due to the community's need for another campus.

A vote was made to keep "Western Hills" as part of the school's name. Parents, students, and faculty voted to make Western Hills Primary school colors blue and silver and the school mascot the Dolphin.

Our students will feed into Leonard MS and Western Hills High School. We are a part of the Western Hills Pyramid.

Western Hills Primary prides ourselves in being a culturally diverse campus filled with different ethnicities and cultures.

Western Hills Primary provides General Education , Dual-Language (One-Way), English as a Second Language, and Special Education for over 400 students. In addition, we have 2 ESCEs room and a RISE unit.

Our enrollment breakdown is as followed:

Students:

American Indian- 1

Asian- 4

African American- 198

Hispanic- 201

Two or More- 12

White- 32

Mobility 46%

Enrollment by Student Group:

Economically Disadvantaged 98.2%

English Learners 38.7%

Special Education 11%

Gender: Females- 230 Males- 219

Staff: African American 18.4% Hispanic 31.4% White 48.1% Two or More 2.1%

Demographics Strengths

Western Hills Primary has various programs at our school that meet varying needs of our students. Services provided include Dual Language, ESL, GT and SPED. These programs align with our belief that all students can learn when their differentiating needs and interests are considered. Our SBDM consist of various stakeholders such as parents, staff members, district members, community and business members. The SBDM committee meets for a minimum of six times per year to create, monitor, and adjust our CIP as needed. We provide monthly activities for families to engage with our school community. We offer a peace corner in every classroom and school wide peace room. We have a very strong partnership with over 20+ community organizations within our school boundaries. Some of these partnerships include: Clayton Yes!, who provides after school care services for our students free of charge through a grant. We have volunteers who complete various tasks for our students, teachers and campus throughout the year. The Hills Church West Fort Worth which supports our campus throughout the year by providing our faculty member with supplies, beautification of the campus, and volunteer work around the campus. They have also sponsored various teachers and classrooms providing human and fiscal resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has increased , as we were at 88% at the MOY last year we are currently at 91% . The campus goal is 95%. **Root Cause:** Campus needs to continue to evaluate and refine current systems (early warning letters, incentives) in place to track and monitor student attendance. (Our campus has a 46% Mobility rate.

Problem Statement 2 (Prioritized): 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. **Root Cause:** Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.

Problem Statement 3: 48% of Students in Grade 1 met or exceeded their EOY MAP projected growth , although this was a 23 point increase from the 2023-2022 school year. **Root Cause:** Although training has bee provided, additional training is required to ensure high quality Tier 1 Instruction is delivered and interventions are provided to students who are struggling. In addition, the campus must refine current systems that monitor implementation of training content and provide time and space for continued review of practices.

Student Learning

Student Learning Summary

As we enter the 2024-2025 school year, our teachers will be in their second year of implementation of the newly adopted curriculums (Amplify-Reading and Eureka-Math). Both programs exposed students to a more robust, rigorous, and culturally relevant text and materials.

In 2023-2024 our school was not rated but as a campus we realized a 10-point increase in overall campus score. We experienced growth in all grade-levels as evidenced by the MAP data presented below, specifically when looking at the Beginning of the Year (BOY) to the End of the Year (EOY) MAP data. There was also observable growth in our English Language Learners in grade-levels second and third.

The last campus rating was in 2021-2022 Report Card Overall- (65 improved from 55 the previous year.)

Student Achievement- 48

School Progress- 65

Closing the Gaps- 65

The campus observed double digit increases on various data sections including Lexia, MAP, Circle, Tx- Kea

EOY to BOY last school year was 28 % now 43% at the EOY for the 2023-2024 school Year

Math EOY to BOY was 28% now 49% at the end of the 2023-2034 school year.

Lexia BOY 84% were not on grade level this decreased to 18% by EOY

CLI Wave 1 BOY 37% of students were on track now 85% on wave 3 EOY.

Phonological awareness BOY 63% track 1 and 85% wave 3 /EOY.

Math CLI 76% wave 1 and 88% wave3

TX KEA 70% of our students are on track.

BOY to EOY Students reaching growth targets per grade and subject: English Reading: K: 38% 1" 47% Spanish Reading: K: 38% 1st: 21% Math: K: 48% 1: 49%

Student Learning Strengths

Based on MOY CLI Engage data, our Pre-K students are making progress across the phonological awareness submeasures showing a 12% increase from the BOY to the EOY. 85% of our Regular Program Pre-K students are on track in the phonological awareness submeasures of the EOY CLI Engage data. Beginning of the year Lexia data showed we had 78% of our students who were working on content below grade level and it has been decreased to only 30% below. 70% of students are now working on grade level or above material. There is a 6% increase in students meeting and exceeding growth projections in EOY MAP data (Math) for Kindergarten. There is an 8% increase in students meeting and exceeding growth projections in EOY MAP data (Reading) for Kindergarten.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level **Root Cause:** Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.

Problem Statement 2: In 2023-2024, the middle of the year CLI Engage data shows that 30% of students in Pre-K need support in Phonological Awareness. **Root Cause:** Additional Professional Development, modeling, and a campus wide system to monitor the implementation of academic initiatives that impact the quality of Tier 1 instruction needs to be refined. Edit Associated Areas

Problem Statement 3: 48% of Students in Grade 1 met or exceeded their EOY MAP projected growth , although this was a 23 point increase from the 2023-2022 school year. **Root Cause:** Although training has been provided, additional training is required to ensure high quality Tier 1 Instruction is delivered and interventions are provided to students who are struggling. In addition, the campus must refine current systems that monitor implementation of training content and provide time and space for continued review of practices.

Problem Statement 4 (Prioritized): Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

School Processes & Programs

School Processes & Programs Summary

Leadership teams are involved in the process of recruiting, hiring, assigning, and retaining high quality educators. Our recruiting committee includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor, and data analyst. The committee then selects and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths. PLC's implementation and alignment is a campus wide focus with ongoing training to support all staff. Our goal from PLC's is to collaborate and plan aligned lesson plans to allow our teachers to implement new curriculum with fidelity. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards. Students who have shown academic struggles are targeted through the MTSS process. Branching Minds is the platform used to monitor MTSS interventions of Tier 2 and 3 students. A school wide student data tracking system has been implemented campus wide. Student data meetings are held every six weeks in which students discuss current performance and set academic goals. Administrators and instructional coaches conduct consistent weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with providing coaching sessions in order to improve student achievement. We are utilizing DDI practices, and a weekly review of students work is completed for students. We utilize lead4ward strategies to assist with checking for understanding, and student engagement.

The leadership team meets weekly and the master schedule reflects dedicate social emotional time, intervention/enrichment time, and PLC time. In addition, teachers receive an extra hour of planning biweekly.

School Processes & Programs Strengths

Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs. Each grade level has a common planning period in order for them to collaborate with one another. Teachers meet during PLC'S to discuss planning, teaching, data, students work and engage in PD sessions. Data meetings are scheduled where teachers and our campus ILT take a deep data dive following the data driven protocol. Student work is analyzed and root causes from misconceptions are addressed as well as the next action steps are created. Teachers are provided monthly professionally development opportunities led by campus administrator to engage in deeper content knowledge. A master schedule is provided to teachers that allows our campus to maximize all instructional time across all content areas. . Campus offers one to one devices to all students. Students are offered several extracurricular activities to enhance their school experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2023-2024 95% of K-1st students remained in foundational skills on MAP reading Fluency after the MOY assessment. **Root Cause:** Teachers need additional resources and training to provide students systematic opportunities to build oral reading skills and a campus wide routine to track and monitor students oral reading is needed.

Problem Statement 2 (Prioritized): Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the

training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

Problem Statement 3: 48% of Students in Grade 1 met or exceeded their EOY MAP projected growth , although this was a 23 point increase from the 2023-2022 school year. **Root Cause:** Although training has bee provided, additional training is required to ensure high quality Tier 1 Instruction is delivered and interventions are provided to students who are struggling. In addition, the campus must refine current systems that monitor implementation of training content and provide time and space for continued review of practices.

Perceptions

Perceptions Summary

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Monthly events are held to engage parents and build school culture. Some of these events include Father/Daughter dance, Daughter/Son dance, family wellness night, Math and Literacy Night, and Bilingual Night. Multiple methods for parent communication are utilized including blackboard, website, social media platforms, Class Dojo, emails, phone calls, and conferences. We experienced a 17-point decrease in chronic absenteeism and 3 point increase in student attendance. African American Chronic Absenteeism decrease by 28 points. We have various community partnerships that assist in ensuring students/ families have the resources they need both at school and at home. We continue to join forces with various organizations to assist us in this mission.

Students and teacher recite the student and educator creed each morning in order to cement the values and character traits that make strong individuals. Each day we remind students to R.I.D.E the wave to success, by being resilient, inspirational, dedicated, and exceptional.

Perceptions Strengths

We have increased our parental involvement as evidenced by sign in sheets and attendance at family events. Campus climate has increased as evidenced by more staff participating in campus wide staff activities. We offer wrap around services for or students and families which includes the following: access to eye care, a clothing closet, food resources, along with counseling services from our family resource center.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In 2022-2023 we have seen an increase of students with TIER 3 behavior across the campus which has impacted classroom instruction. **Root Cause:** The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor/adjust implementation through MTSS, Branching minds, observations, and ongoing trainings.

Problem Statement 2 (Prioritized): 45% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Teachers need to be provided continued training that allows them to refine and perfect their craft as well as training on a growth mindset. Campus implementation of practices need to be monitored systematically through PLCs, staff meetings, and walkthroughs and refined as needed.

Problem Statement 3: Only 26% of teachers believe they almost always make a instructional impact their most difficult students. **Root Cause:** The campus must continue to train staff and students in social emotional learning and restorative practices, as well as provide coaching and feedback to help teachers with their most challenging students and monitor implementation systematically.

Priority Problem Statements

Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level

Root Cause 1: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson.

Root Cause 2: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment.

Root Cause 3: Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 45% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey.

Root Cause 4: Teachers need to be provided continued training that allows them to refine and perfect their craft as well as training on a growth mindset. Campus implementation of practices need to be monitored systematically through PLCs, staff meetings, and walkthroughs and refined as needed.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Attendance has increased , as we were at 88% at the MOY last year we are currently at 91% . The campus goal is 95%.

Root Cause 5: Campus needs to continue to evaluate and refine current systems (early warning letters, incentives) in place to track and monitor student attendance. (Our campus has a 46% Mobility rate.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data

Student Data: Student 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Support Systems and Other Data

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

Goals

Revised/Approved: April 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 EOY from 88% to 91% by May 2025 representing a 10% Increase.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 98% to 100% by May 2025 representing a 10% Increase. .

Evaluation Data Sources: Pre K Circle Data

Strategy 1: All teachers will be provided with training in best practices to support students in phonemic awareness, phonological awareness skills, vocabulary, rapid letter naming, and all aspects of the circle assessment as well as Creative Curriculum. The quality of the implementation of the trainings provided will be monitored, adjusted, and evaluated through the use of DDI PLC protocol, weekly instructional rounds, PLC PLUS, staff meetings, and observations.

Strategy's Expected Result/Impact: Overall scores in CLI Engage Phonemic Awareness/Phonological Awareness sub measures will increase to meet the benchmark goal by the end of the school year.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Lead Teacher, Counselor

Title I:

2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Strategically craft and publish a plan to schedule PLC s, PLC plus, and staff meetings, with topics that equip teachers with strategies to ensure effective developmentally appropriate Phonics/Phonemic Awareness instruction , DDI progress monitoring ,and all tested aspects of the Circle assessment utilizing books, articles, and videos by September 2024. The topic of study will be announced weekly and adjusted as needed based on feedback collected during instructional rounds, teacher coaching sessions, and/or additional data points.</p> <p>Intended Audience: Teachers, Students</p> <p>Provider / Presenter / Person Responsible: Administrator, Instructional Coaches, Lead Teacher</p> <p>Date(s) / Timeframe: Biweekly</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: In order to deliver and monitor the aforementioned training we must purchase material for trainings, classroom supplies that assist in delivering reading instruction, and programs that promote and refine reading skills. (Flash Cards, White boards, Center Games, Reading Programs for bilingual students, etc)</p> <p>Intended Audience: Teachers and Students</p> <p>Provider / Presenter / Person Responsible: Admin, Teachers</p> <p>Date(s) / Timeframe: Monthly</p> <p>Funding Sources: - TITLE I (211) - 211-11-6329-04E-221-30-510-000000-25F10 - \$1,000, - TITLE I (211) - 211-13-6329-04E-221-30-510-000000-25F10 - \$151</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide specialized trainings and materials for ESCE , Inclusion ,and RISE teachers . Each unit will be allotted funds to upgrade the classroom spaces to ensure they are more conducive to the learning needs of their specific students.</p> <p>Intended Audience: Teachers, Sped Students</p> <p>Provider / Presenter / Person Responsible: Various</p> <p>Date(s) / Timeframe: Continuously</p> <p>Collaborating Departments: Sped</p> <p>Delivery Method: Various</p> <p>Funding Sources: - SPED (199 PIC 23) - \$1,500, - SPED (199 PIC 23) - \$866, - SPED (199 PIC 23) - \$1,300</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Conduct elongated planning, and learning sessions for teachers monthly. Pay substitutes to provide coverage or assist with students while planning is occurring. This will allow teachers to not only plan instruction, but model, discover problems in practice, analyze student work, engage in book studies, and deconstruct TEKS.</p> <p>Intended Audience: School wide Provider / Presenter / Person Responsible: Various Date(s) / Timeframe: Monthly</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6112-XXX-221-99-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. Root Cause: Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.</p>
Student Learning
<p>Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten -1 st Grade students who Meet or Exceed projected growth on MAP Fluency indicators to 60%. Increase the performance of EB and AA students by 10%

Increase the percentage of Kindergarten - 1st Grade students who meet Meet or Exceed projected growth on MAP Fluency by 10%.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Improve the quality of Tier 1 instruction by developing the capacity of PreK-1st Grade teachers to implement high quality instruction surrounding fluency DDI practices, Language Acquisition Strategies, Checking For Understanding, Analyzing Student Work, Literacy Best Practices, by providing training in each of these areas. The quality of the implementation of the trainings provided will be monitored, adjusted, and evaluated through the use of the DDI PLC protocol, weekly instructional rounds, weekly review of student work, PLC PLUS, staff meetings, and observations.

Strategy's Expected Result/Impact: Increase in the number of students who meet their projected MAP growth target

Staff Responsible for Monitoring: Administration, Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through scheduled campus professional learning that will include but not be solely limited to, DDI practices, lead4ward, Get Better Faster Coaching, Reading Strategies, and Culturally Relevant Training. Instructional rounds will be held weekly to monitor campus wide implementation of training.</p> <p>Intended Audience: Teachers (New and Returning)</p> <p>Provider / Presenter / Person Responsible: Vendors/District Level Departments</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide training to Dual language teachers, instructional coaches, and administration on best practices for ELL students.</p> <p>Intended Audience: Admin, Coaches Provider / Presenter / Person Responsible: TBD Date(s) / Timeframe: Continuously Collaborating Departments: ELL Delivery Method: Various</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-13-6116-XXX-221-99-313-000000- - \$500, - UNDISTRIBUTED (199 PIC 99) - 199-13-6239-XXX-221-99-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Continue to provide weekly professional development after school with the instructional coaches (Power Hour) and pay teachers to attend after hours. During these sessions teachers can receive small group assistance with lessons, modeling sessions, planning etc.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Coaches, Admin Date(s) / Timeframe: Weekly</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6116-XXX-221-99-313-000000- - \$1,980</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Create calendar invites to ensure students progress monitor Bi- weekly utilizing NWEA MAP fluency progress monitoring tool to aid students in continued practice and ensure students are progressing.</p> <p>Intended Audience: School wide</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Ensure administration and leadership team members belong to professional State organizations so that they may attend professional development trainings through out the year to make certain that the most effective strategies are implemented campus wide routinely. In addition, membership will provide access to research articles and trainings open to members only.</p> <p>Intended Audience: School wide Provider / Presenter / Person Responsible: Various Date(s) / Timeframe: Continuous</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6495-XXX-221-11-313-000000- - \$1,000, - BASIC (199 PIC 11) - 199-11-6411-XXX-221-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Purchase general supplies, furniture, copy paper, poster paper, lamination, die cuts, classroom materials, head phones, and any other instructional materials teachers may need to deliver high quality Tier 1 Instruction in and out of their classrooms .</p> <p>Intended Audience: Teachers, Students</p> <p>Date(s) / Timeframe: Continuous</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-221-11-313-000000- - \$14,080</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Hire and retain two instructional assistants to assist with serving special populations, behaviors and instruction.</p> <p>Intended Audience: Students, Teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: - TITLE I (211) - 211-11-6129-04E-221-30-510-000000-25F10 - \$53,788</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: We will provide high quality tutoring, using targeted interventions documented in the MTSS database, to students not making appropriate gains on MAPs, Lexia and/or unit assessments . We will ensure we track students' progress biweekly utilizing various data points to evaluate the impact of the interventions.

Strategy's Expected Result/Impact: Increase in student achievement as evidenced by end of year benchmark goals

Staff Responsible for Monitoring: Administrator, Instructional Coaches, Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Identify students in need of high quality tutoring to close the achievement gap and begin tutoring in October 2024. Intended Audience: Teachers, Staff, Students Provider / Presenter / Person Responsible: Teachers, Staff Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Pay staff to implement high impact tutoring to Tier 3 level students and purchase materials to assist in providing tutoring to these "At Risk Students" Intended Audience: Students Provider / Presenter / Person Responsible: Teachers, Admin Date(s) / Timeframe: Ongoing Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-221-24-313-000000- - \$4,740	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct monthly MTSS meetings to address students who are not making progress . In the meetings interventions will be selected and monitored for effectiveness. Intended Audience: School wide Provider / Presenter / Person Responsible: Admin, Counselor Date(s) / Timeframe: Monthly	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 3: Support new and returning teachers with high quality coaching and monitor teacher progression in TTESS dimensions through observations and coaching sessions.

Strategy's Expected Result/Impact: Improve teacher effectiveness improving the Tier 1 instruction for all students.

Staff Responsible for Monitoring: Administration

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire an additional instructional coach to support student achievement , the development of teachers, and assisting in conducting PLCs, PLC plus, Staff Training, and Extended Tuesday Planning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: - TITLE I (211) - 211-13-6119-04E-221-30-510-000000-25F10 - \$83,885</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Retain the instructional coach</p> <p>Intended Audience: School wide</p> <p>Date(s) / Timeframe: Year Long</p> <p>Collaborating Departments: N/a</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>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance has increased , as we were at 88% at the MOY last year we are currently at 91% . The campus goal is 95%. Root Cause: Campus needs to continue to evaluate and refine current systems (early warning letters, incentives) in place to track and monitor student attendance. (Our campus has a 46% Mobility rate.</p> <p>Problem Statement 2: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. Root Cause: Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.</p>
Student Learning
<p>Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level</p> <p>Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.</p>

Student Learning

Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

School Processes & Programs

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

Perceptions

Problem Statement 2: 45% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Teachers need to be provided continued training that allows them to refine and perfect their craft as well as training on a growth mindset. Campus implementation of practices need to be monitored systematically through PLCs, staff meetings, and walkthroughs and refined as needed.

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 1st Grade students who meet or exceed projected growth on MAP Growth Reading to 60% by May 2025..

Increase the percentage of Kindergarten through 1st Grade students who meet or exceed projected growth on MAP Growth Reading in Spanish 10% by May 2025.

High Priority

Evaluation Data Sources: Map growth data

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by training teachers on DDI practices, TEKS Deconstruction, objective crafting, Lead4ward planning, and student engagement to ensure explicit instruction is delivered and teachers are checking for individual student understanding. The quality of the implementation of the trainings provided will be monitored, adjusted , and evaluated through the use of DDI PLC protocol, weekly instructional rounds, weekly, review of student work, PLC PLUS, staff meetings, and observations.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide paid training for all teacher leaders regarding the campus's major goals for the upcoming school year and allow teacher leaders to assist in creating the campus professional development plan for PLCs and staff meetings for the 2024-2025 school. In addition, these teachers will receive a refresher on Lead4ward, DDI, and coaching strategies that will occur during the school year. Leaders will be compensated for this training and planning time.</p> <p>Intended Audience: School wide Provider / Presenter / Person Responsible: Admin, Coaches Date(s) / Timeframe: Summer (July)</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6116-001-221-25-313-000000 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure Bi-weekly progress monitoring is occurring in MAP/ Campus created assessments to provide data points and allow for additional instructional planning based on student performance and identified problems in practice. Intended Audience: School wide Provider / Presenter / Person Responsible: Various Date(s) / Timeframe: Weekly Review of Student Data Collaborating Departments: Literacy, Math, ELL	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Hire and retain instructional assistants to assist with serving special populations, behavior and instruction Intended Audience: Special Populations Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: August 2024-August 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Purchase manipulatives and resources to support Tier 1 and small group instruction in classrooms. Intended Audience: Teachers, Staff Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: Ongoing	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: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs, problems of practices, and student performance.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: Administrator, Instructional Coaches

Title I:

2.4, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Plan and publish a PLC calendar with a protocol that allow time for teachers to deconstruct TEKS , analyze student work, model lessons, and analyze problems in practice. In addition, ensure each PLC allows time for DDI practices to be implemented.</p> <p>Intended Audience: Teachers, Staff</p> <p>Provider / Presenter / Person Responsible: Administrator, ILT, Instructional Coaches</p> <p>Date(s) / Timeframe: August/September</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Conduct bi-weekly common assessments to monitor student progress and adjust instruction accordingly

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar out which formative assessments teachers will utilize to monitor student progress in mastering standards</p> <p>Intended Audience: Teachers, Staff</p> <p>Provider / Presenter / Person Responsible: Administration, ILT, Instructional Coaches</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 4: Ensure Lexia lessons , that must be delivered by the teacher not the computer, are delivered and monitor student unit gains. 30 minutes of intervention time will be built into the school day each day. Once a month students not making progress will receive an additional hour of intervention during

specials.

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Build RIDE time into the master schedule and progress monitoring Lexia weekly to review student gains. Provide incentives and /or recognize classes and students who demonstrate success.</p> <p>Intended Audience: School wide</p> <p>Provider / Presenter / Person Responsible: Various</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. Root Cause: Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.</p>
Student Learning
<p>Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.</p> <p>Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. Root Cause: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.</p>

School Processes & Programs

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

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 to 80%

Evaluation Data Sources: Circle Data

Strategy 1: Train Pre-K teachers on how to effectively implement integrated math learning opportunities using the Creative Curriculum

Strategy's Expected Result/Impact: Performance objective met of CLI Engage overall measures scores increasing to the benchmark goal by the end of the school year

Staff Responsible for Monitoring: Administration, Instructional Coaches, Lead Teacher

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: All PreK teachers will participate in PLCs identifying best practices in conjunction with the PreK Guidelines to support alignment in providing integrated math learning opportunities for students</p> <p>Intended Audience: PreK teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Lead Teacher</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level
Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.

Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

School Processes & Programs

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

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 48% to 54%% by May 2025.

Increase the percentage of African American students on track by 10%.

Evaluation Data Sources: TX KEA

Strategy 1: Train Kindergarten teachers on how to effectively implement integrated math learning opportunities using the Eureka curriculum. Engagement and checking for student understanding will also be a focus.

Strategy's Expected Result/Impact: Performance objectives met resulting in CLI Engage overall measures in Math will increase to meeting benchamrk goal of on track by the end of the school year

Staff Responsible for Monitoring: Instructional Coaches, Administration

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: All Kindergarten teachers will participate in PLCs identifying best practices in conjunction with the TEKs to support alignment in providing integrated math learning opportunities for students. Teachers will utilize manipulatives and resources to support student outcomes Intended Audience: Kindergarten Teachers Provider / Presenter / Person Responsible: Instructional Coaches Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: All Kindergarten teachers will assess students in EOY KEA to support data tracking of students meeting EOY benchmark goals Intended Audience: Kindergarten Teachers Provider / Presenter / Person Responsible: Instructional Coaches, Kindergarten Teachers Date(s) / Timeframe: May	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. Root Cause: Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.</p>
Student Learning
<p>Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. Root Cause: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.</p>
School Processes & Programs
<p>Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. Root Cause: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.</p>

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - 1st Grade students who Meet or Exceed projected growth on MAP Growth from 43% to 60 by May 2025 .

Increase the percentage of African American students by 10%

Evaluation Data Sources: MAP Data

Strategy 1: Conduct targeted professional development geared towards analyzing MAP data scores and determining student needs based on data

Strategy's Expected Result/Impact: Performance objectives met resulting in students meeting end of year benchmark goals

Staff Responsible for Monitoring: Administration, ILT, Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Build capacity in all teachers through targeted training in high quality Tier 1 instructional practices utilizing the district curriculum and approved resources (Amplify, Literacy Framework, DDI, Reading Academies) Intended Audience: Kindergarten and 1st Grade Teachers Provider / Presenter / Person Responsible: Instructional Coaches Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: 46% of Kindergarten in Dual language met their MOY Projected Growth which is in an increase from 24% last school year. The goal is to have at least 50% meeting their projected growth by the EOY MAP assessment. **Root Cause:** Although some training was provided, additional effective training is required to ensure DL teachers receive skills on delivering high quality Tier 1 Instruction that focuses on the correct DL model, language acquisition strategies, and the specific needs for this population. In addition, a clearer campus system for implementation and monitoring is needed to ensure successful implementation.

Student Learning

Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level **Root Cause:** Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.

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 K-1 students reaching oral reading rates in MAP fluency by 20% May 2025.
 Increase the percentage of African American students meeting their projected growth by 10%

High Priority

Strategy 1: Provide time in the literacy block to practice oral reading skills and monitor student progress through NWEA MAP fluency assessments.

Title I:

2.4

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Student Learning 1, 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Publish oral fluency schedule and campus wide routines surrounding daily fluency routines for instruction by the first day of the 2024-2025 school year. Lead teachers in the evaluation of results in the PLCs after the assessment is provided.</p> <p>Intended Audience: Students, teachers Provider / Presenter / Person Responsible: Admin, Coaches Date(s) / Timeframe: Semester End Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Conduct Literacy Instructional Rounds Bi- Weekly to evaluate problems in practice and provide support for teachers and students. Share results with staff to ensure they are aware of campus wide trends.

Strategy's Expected Result/Impact: Improvement in fluency skills

Staff Responsible for Monitoring: Admin , Instructional Coaches

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule instructional roundd on the school calendar by the end of August . (Coaches, Admin, Counselors would Attend)</p> <p>Intended Audience: School wide</p> <p>Provider / Presenter / Person Responsible: Admin, Coaches</p> <p>Date(s) / Timeframe: First 6 Weeks</p> <p>Collaborating Departments: N/A</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Create a tentative calendar and add it on the outlook system, campus hub, and provide an paper copy to teachers. Collect teacher feedback.</p> <p>Intended Audience: Teachers, Admin</p> <p>Provider / Presenter / Person Responsible: Coaches, Admin</p> <p>Date(s) / Timeframe: September</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level</p> <p>Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.</p>

Student Learning

Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

School Processes & Programs

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. **Root Cause:** Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.

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: Increase the attendance rate from 89% to 94%.

High Priority

Evaluation Data Sources: FOCUS

Strategy 1: Refine current systems to ensure staff are aware of the steps they should take when students are experiencing attendance challenges. (Call Home, Alert Counselor, Home Visit, Incentives Plan etc)

Strategy's Expected Result/Impact: Increase in attendance.

Staff Responsible for Monitoring: Admin, Teachers, Counselor

Title I:

2.6, 4.1

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Meet with leadership team in August 2024 to evaluate current practices surrounding attendance and train staff on new procedures by September 2024.</p> <p>Intended Audience: Teacher</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: September 2024</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase incentives to continue providing the weekly Dolphin cart for students who have perfect attendance each week.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: weekly</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-221-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance has increased , as we were at 88% at the MOY last year we are currently at 91% . The campus goal is 95%. Root Cause: Campus needs to continue to evaluate and refine current systems (early warning letters, incentives) in place to track and monitor student attendance. (Our campus has a 46% Mobility rate.</p>
Student Learning
<p>Problem Statement 4: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. Root Cause: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.</p>
School Processes & Programs
<p>Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of authentic student engagement in classrooms lesson. Root Cause: Additional training in the gradual release model, Lead4ward , CRT, and student engagement is needed to assist teachers in explicitly planning for these strategies. In addition to the training, current campus system must be refined to ensure there is allotted time to systematically review the contents of the training and evaluate the impact of the trainings on student outcomes.</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: Create a positive school experience, and additional opportunities for parents to engage in school functions by creating monthly parental engagement activities.

Evaluation Data Sources: Sign In sheets

Strategy 1: Craft a school calendar of pre planned monthly events by September 2024.

Strategy's Expected Result/Impact: Increase family engagement

Staff Responsible for Monitoring: Admin, Counselor

Title I:

4.1, 4.2

- TEA Priorities:


Improve low-performing schools

- ESF Levers:


Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1


Action Step 1 Details	Reviews			
<p>Action Step 1: Publish events and purchase snacks ,supplies, and materials to support the execution of events. Provide parent trainings and reading material on various topics such as child development, literacy, discipline, etc)</p> <p>Intended Audience: School community</p> <p>Provider / Presenter / Person Responsible: Various</p> <p>Date(s) / Timeframe: Monthly</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-221-30-510-000000-25F10 - \$2,376, - BEA (199 PIC 25) - 199-61-6399-001-221-25-313-000000 - \$648</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance has increased , as we were at 88% at the MOY last year we are currently at 91% . The campus goal is 95%. **Root Cause:** Campus needs to continue to evaluate and refine current systems (early warning letters, incentives) in place to track and monitor student attendance. (Our campus has a 46% Mobility rate.

Student Learning

Problem Statement 1: Although we have observed a 50 point decrease in the number of students not on grade level in Lexia , there are currently 31% of students not on grade level
Root Cause: Teachers are struggling to implement high quality Tier 1 instruction and are in need of ongoing systematic training regarding checking for understanding, building relationships, reading strategies, and providing early intervention. In addition to the ongoing training, campus systems to monitor, adjust, and evaluate the implementation must be clearly defined.

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: Improve day-to-day communicative operations for arrival and dismissal procedures along with supporting students and staff safety.

High Priority

Strategy 1: Ensure that campus staff (administration, teachers, custodians, campus monitor) have communication devices to support daily campus operations and for campus emergency procedures.

Strategy's Expected Result/Impact: Increased support of students and staff

Staff Responsible for Monitoring: Administration

Title I:





2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Purchase two-way radios to support daily campus operation communication throughout the instructional day. Intended Audience: Staff Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Reading materials & Software for classroom use	211-11-6329-04E-221-30-510-000000-25F10	\$1,000.00
1	1	1	2		Reading materials for professional development	211-13-6329-04E-221-30-510-000000-25F10	\$151.00
1	2	1	7		Title I Teacher Assistant	211-11-6129-04E-221-30-510-000000-25F10	\$53,788.00
1	2	3	1		Instructional Coach	211-13-6119-04E-221-30-510-000000-25F10	\$83,885.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-25F10	\$500.00
Sub-Total							\$139,324.00
Budgeted Fund Source Amount							\$85,536.00
+/- Difference							-\$53,788.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Snacks for parents to promote participation	211-61-6499-04L-221-30-510-000000-25F10	\$2,376.00
Sub-Total							\$2,376.00
Budgeted Fund Source Amount							\$2,376.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	5		INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-221-11-313-000000-	\$2,000.00
1	2	1	5		INSTRUCTION DUES	199-11-6495-XXX-221-11-313-000000-	\$1,000.00
1	2	1	6		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-221-11-313-000000-	\$14,080.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$17,080.00
Budgeted Fund Source Amount							\$17,080.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		FURN&EQUIP < \$5000		\$866.00
1	1	1	3		INSTRUCTIONAL MATERIALS		\$1,500.00
1	1	1	3		GENERAL SUPPLIES		\$1,300.00
Sub-Total							\$3,666.00
Budgeted Fund Source Amount							\$3,666.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-221-24-313-000000-	\$4,740.00
Sub-Total							\$4,740.00
Budgeted Fund Source Amount							\$4,740.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Extra duty - summer planning (off contract days)	199-11-6116-001-221-25-313-000000	\$500.00
4	2	1	1		Supplies and materials - parent/community	199-61-6399-001-221-25-313-000000	\$648.00
Sub-Total							\$1,148.00
Budgeted Fund Source Amount							\$1,148.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4		INSTRCTNL RES/MED SVCS SUBS - PROFESSIONAL	199-12-6112-XXX-221-99-313-000000-	\$2,000.00
1	2	1	2		STAFF DEVELOPMENT EXTRA DUTY - PROFESSIONAL	199-13-6116-XXX-221-99-313-000000-	\$500.00
1	2	1	2		STAFF DEVELOPMENT REGIONAL ED SVC CTR SVCS	199-13-6239-XXX-221-99-313-000000-	\$1,500.00
1	2	1	3		INSTRCTNL RES/MED SVCS EXTRA DUTY - PROFESSIONAL	199-12-6116-XXX-221-99-313-000000-	\$1,980.00
Sub-Total							\$5,980.00
Budgeted Fund Source Amount							\$5,980.00
+/- Difference							\$0.00
Grand Total Budgeted							\$120,526.00
Grand Total Spent							\$174,314.00
+/- Difference							-\$53,788.00

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