

**Fort Worth Independent School District
115 George C. Clarke Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Our Mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Vision

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

Value Statement

High-Quality. Respect. Inclusivity.

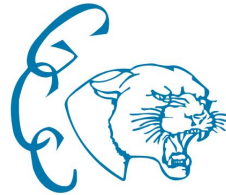


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Comprehensive Needs Assessment

Revised/Approved: April 4, 2024

Demographics

Demographics Summary

The school has a 90.2% economically disadvantaged population. 8.8% of the students receive special education services, and 37.8% are English Learners. The student enrollment data by race/ethnicity is as follows: 91.2% Hispanic 3.1% White 3.9% African American 1.6% Asian 0.3% Two or More Races

Demographics Strengths

Increased projection of enrollment due to families choosing to come to George C. Clarke. Multiple generations of families remain at George C. Clarke. Many staff members have long positive relationships with families as they go back generations. 36% of students at GCC are Emergent Bilinguals. 73% of these students received Approaches or better on their STAAR assessments. Our Emergent Bilingual students Met the state mandated target on TELPAS for English Language Proficiency. We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts. GCC views children from a "whole child" approach. We offer many engaging and exciting opportunities for our students that other schools don't. Our school offers soccer, football, softball, and cheerleading. We also have an After School Program that offers varying types of engaging activities. We partner with organizations like Academy 4 and Leaders 5 to teach and instill leadership skills that students need for success in college and beyond. We organize large community events and engage local community members and former students to come and present to students at events like Career Day and our Fall Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statement 2: The following student groups did not meet their target for Reading STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

Student Learning

Student Learning Summary

Student achievement and growth is regularly monitored throughout the school year utilizing the following measures: MAP Growth Reading for students in Kinder-5th three times a year MAP Growth Math for students in Kinder-5th three times a year MAP Fluency for students in Kinder-3rd three times a year District Benchmarks for students in 3rd-5th in the Fall and in the Spring Lexia Core 5 Reading progress for students in Kinder-5th monthly

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Student Learning Strengths

There has been consistent growth at George C. Clarke as evidenced by the following points:

- Lexia Core 5
- Dreambox
- 88 scaled score on TEA Academic Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 49% of students in K-5 met their projected MAP Reading (English) Growth for EOY (23-24) testing. **Root Cause:** Tier 1 Instruction in Reading is not consistently aligned to the rigor of the TEKS.

Problem Statement 2: Only 25% of students in 1st grade met their projected MAP Reading (English) Growth for EOY 24-24 testing. **Root Cause:** Tier 1 Instruction in Reading is not consistently aligned to the rigor of the TEKS.

School Processes & Programs

School Processes & Programs Summary

Administrators and teachers utilize T-TESS used as the evaluation method that enables a professional atmosphere of continuous growth. Every teacher receives walkthrough classroom feedback throughout the year, which allows administrators to create professional learning based on teacher needs. The school has an Instructional Coach that follows NTC protocols for feedback and coaching, further building teacher content expertise. The school Data Analyst ensures student learning data tracking. Principal and Assistant Principal regularly calibrate and provide feedback to all teachers. The school also has the following committees: Instructional Leadership Team (ILT) Site Based Decision Making Committee (SBDM) Student Support Team (SST)

School Processes & Programs Strengths

Communication between administrators and staff is regular and consistent via weekly smores. School families receive regular monthly communication including campus events and a campus calendar. Celebrations include end of six weeks Cougar awards for students and staff, weekly Core 5 celebrations, weekly cougar character prizes, staff shout-outs on weekly smore, weekly attendance popcorn parties, and growth parades three times a year. The school consistently tells its story via Facebook, Instagram, and Twitter. The school Student Council team helps share the school's story by creating regular school videos. The school's master schedule for the 23-24 school year will include a campus intervention block, called WIN (What I Need) Time. This structured intervention time will have clear expectations that will enable all teachers to utilize standards-based tracking of student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Problem Statement 2: Standards based campus-wide data analysis necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Perceptions

Perceptions Summary

The office staff at the school is service-oriented, and they provide positive customer service to all parents and stakeholders. The rate of student misbehaviors is low. We average around two referrals per semester. School culture is student centered and positive through continuous celebrations. The climate at the school is casual and hard-working. The school values include: Kindness Equitable Student Participation Positive Framing Growth Mindset High Expectations Using Praise Collective Teacher Efficacy Growth mindset a huge theme of this school year, along with collective teacher efficacy Positive greetings to every student every morning

Perceptions Strengths

Families and staff choose to stay at the school. Involvement by the community is high. Teachers are willing to work extra and spend time at family events. New hires at the school include previous Clarke students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families have a higher participation rate for campus fun events compared to parent conferences, administration-led meetings, and student data meetings. **Root Cause:** Campus did not have an effective schoolwide system to increase parental engagement.

Problem Statement 2: Families do not have an awareness of their child's data as is evidenced by Parent Portal participation and parent conference data collection. **Root Cause:** Campus did not have an effective schoolwide system to increase parental engagement.

Priority Problem Statements

Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners.

Root Cause 1: There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 49% of students in K-5 met their projected MAP Reading (English) Growth for EOY (23-24) testing.

Root Cause 2: Tier 1 Instruction in Reading is not consistently aligned to the rigor of the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data

Root Cause 3: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Families have a higher participation rate for campus fun events compared to parent conferences, administration-led meetings, and student data meetings.

Root Cause 4: Campus did not have an effective schoolwide system to increase parental engagement.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: June 6, 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 48% to 70% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 87% to 97% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 70% by May 2025.

High Priority

Evaluation Data Sources: Circle MOY 23-24 Data

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

Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.6, 4.1, 4.2





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure students have all instructional materials necessary towards mastery of the PK guidelines Intended Audience: PK Students Provider / Presenter / Person Responsible: Principal, Secretary Date(s) / Timeframe: August-May Funding Sources: PK Instructional Materials - TITLE I (211) - 211-11-6399-04E-115-30-510-000000-25F10 - \$400	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monitor the progress of all PK students through the school's DDI PLC process. Intended Audience: PK Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-May Collaborating Departments: Administration 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: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. Root Cause: There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

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 47% to 60% 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 32% to 50% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 60% by May 2025.

Evaluation Data Sources: MAP Fluency MOY 23-24 Data

Strategy 1: Teachers will monitor student learning through exit tickets which will be part of the school's DDI PLC process.

Strategy's Expected Result/Impact: There will be an increase in student achievement as evidenced by MAP and MAP Fluency.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I:

2.4, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will meet in weekly PLCs to review exit tickets and create re-teach/monitoring plans.</p> <p>Intended Audience: PK-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Principal, Assistant Principal, Instructional Coach</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 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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 43% 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 56% to 70% by May 2025.

Increase the percentage of Hispanic students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 60% by May 2025.

Evaluation Data Sources: MAP Growth MOY 23-24 Data

Strategy 1: Title 1 Teacher will work in collaboration with teachers in 1st grade to build content expertise.

Strategy's Expected Result/Impact: Every student in 1st grade will grow in their MAP Growth Reading.

Staff Responsible for Monitoring: Principal

Title I:

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Title 1 Teacher will work with 1st grade teachers to help them track student learning and ensure growth as evidenced by MAP Growth Reading. Intended Audience: 1st Grade Teachers Provider / Presenter / Person Responsible: Title 1 Teacher Date(s) / Timeframe: August-May Collaborating Departments: Principal Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Title 1 Teacher will work additional hours to help plan and manage student learning monitoring process Intended Audience: Title 1 Teacher Provider / Presenter / Person Responsible: Secretary Date(s) / Timeframe: July-August Collaborating Departments: Principal Delivery Method: In-Person Funding Sources: Extra Duty Pay - TITLE I (211) - 211-13-6116-04E-115-30-510-000000-25F10 - \$600	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of Standards-Based planning to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction occurring daily. Monitor standards-based learning of all students, with a specific monitoring plan for BIL and SpEd students.

Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Based on student data, ensure SpEd students have the additional resources needed to ensure they all meet their projected growth measures.</p> <p>Intended Audience: SpEd Students</p> <p>Provider / Presenter / Person Responsible: Homeroom Teachers and Special Education Teachers</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Principal, Assistant Principal</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: General Supplies for Classroom Use - SPED (199 PIC 23) - \$2,720</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Based on student data, ensure GT students have the additional resources needed to ensure they all meet their projected growth measures.</p> <p>Intended Audience: GT Students</p> <p>Provider / Presenter / Person Responsible: Homeroom Teachers and District GT Teachers</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Principal, Assistant Principal</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: General Supplies for Classroom Use - GT (199 PIC 21) - \$538</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Based on student data, ensure EB students have the additional resources needed to ensure they all meet their projected growth measures.</p> <p>Intended Audience: EB Students</p> <p>Provider / Presenter / Person Responsible: Homeroom Teachers</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Principal, Assistant Principal</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: General Supplies for Classroom Use - BEA (199 PIC 25) - 199-11-6399-001-115-25-313-000000 - \$1,140</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Only 49% of students in K-5 met their projected MAP Reading (English) Growth for EOY (23-24) testing. **Root Cause:** Tier 1 Instruction in Reading is not consistently aligned to the rigor of the TEKS.

School Processes & Programs

Problem Statement 1: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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 72% to 85% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 65% to 85% by May 2025.

Evaluation Data Sources: Circle MOY 23-24 Data

Strategy 1: Campus Walks with district Early Childhood department to create measurable goals towards improvement.

Strategy's Expected Result/Impact: There will be an increase in student achievement as evidenced by Circle Math

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I:

2.4





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: PK Teachers will set goals based on feedback from Administration and Early Childhood Department Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: August-May Delivery Method: In-Person	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

Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

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 32% to 55% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 55% by May 2025.

Evaluation Data Sources: TX KEA Wave 1

Strategy 1: Students will track their data and create/monitor growth goals throughout the school year.

Strategy's Expected Result/Impact: Students will have an understanding of their learning goals and progress.

Staff Responsible for Monitoring: Teachers will create a system for students to be able to track their data.

Title I:

2.4

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Students will have a data folder where they track their testing data as well as mastery on high leverage TEKS. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-May Collaborating Departments: Principal, Assistant Principal Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Students will participate in Cougar Carnivals throughout the school year to use tickets earned based on their data.</p> <p>Intended Audience: All Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-September Collaborating Departments: Administration 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 2 Problem Statements:

Demographics
<p>Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. Root Cause: There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.</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 - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 42% to 60% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 60% by May 2025.

Evaluation Data Sources: MAP MOY 23-24 Data

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes utilizing unit assessments, Benchmark 1, and Benchmark 2 data. Implement SST meetings into the master calendar.

Strategy's Expected Result/Impact: Teachers will track math learning data for every student that includes re-teach data, which will guide instruction towards closing learning gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize data to make informed decisions about students to place in Saturday Camp, high impact tutoring, and MTSS progress monitoring. Intended Audience: All Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: August-May Collaborating Departments: Instructional Coach, Title 1 Teacher Delivery Method: In-Person Funding Sources: - BASIC (199 PIC 11) - 199-11-6116-XXX-115-11-313-000000- - \$7,660	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop plan with leadership team to include Principal, Assistant Principal, Instructional Coach, and Title 1 Teacher to monitor student learning utilizing a master data tracker where student growth will go towards Cougar Carnival tickets.</p> <p>Intended Audience: All Teachers Provider / Presenter / Person Responsible: Principal, Title 1 Teacher Date(s) / Timeframe: August-May Delivery Method: In-Person</p> <p>Funding Sources: Title 1 Teacher - BASIC (199 PIC 11) - 199-11-6116-XXX-115-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure all students have the instructional materials that they need to be successful in their classrooms.</p> <p>Intended Audience: All Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-May Collaborating Departments: Secretary, Principal Delivery Method: In-Person</p> <p>Funding Sources: Instructional Materials - TITLE I (211) - 211-11-6399-04E-115-30-510-000000-25F10 - \$3,815.40 , Instructional Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-115-99-313-000000- - \$4,100, Instructional Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-115-11-313-000000- - \$10,260, General Supplies - SCE (199 PIC 24) - 199-11-6399-001-115-24-313-000000- - \$4,635</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. Root Cause: There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.</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 39% to 60% 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 39% to 60% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Title 1 Teacher will work in collaboration with teachers in 4th and 5th grade to track and close learning gaps as evidenced by STAAR 2024 and district interims.

Strategy's Expected Result/Impact: Every student in 4th and 5th grade will grow from their STAAR score. For example: Meets to Masters.

Staff Responsible for Monitoring: Principal

Title I:

2.6

- TEA Priorities:

Improve low-performing schools


- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Title 1 Teacher will work with 4th and 5th grade students to track their learning and ensure growth as evidenced by STAAR 2024 and district interims.</p> <p>Intended Audience: 4th and 5th graders</p> <p>Provider / Presenter / Person Responsible: Title 1 Teacher</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Principal</p> <p>Delivery Method: In-Person Pull-Outs or Push-Ins</p> <p>Funding Sources: Title 1 Reading and Math Teacher - TITLE I (211) - 211-11-6119-04E-115-30-510-000000-25F10 - \$69,525</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 49% of students in K-5 met their projected MAP Reading (English) Growth for EOY (23-24) testing. **Root Cause:** Tier 1 Instruction in Reading is not consistently aligned to the rigor of the TEKS.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 60% by May 2025. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 60% by May 2025.

Strategy 1: Master data tracking system will include individual teacher tracking for every student

Strategy's Expected Result/Impact: Growth will be monitored for every student.

Staff Responsible for Monitoring: Teachers

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will update data tracking spreadsheet weekly so that it can be reviewed via PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-May Collaborating Departments: Principal, Assistant Principal Delivery Method: Online (shared live doc)	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data tracking process will include Progress Learning exit tickets. Intended Audience: All Teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August-May Delivery Method: In-Person Funding Sources: Progress Learning - TITLE I (211) - 211-11-6329-04E-115-30-510-000000-25F10 - \$6,250	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of standards-driven learning tracking aligned to teacher and campus interventions necessary to fill in the gaps.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 18% to 10% by May 2025.

Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 10% by May 2025.

Evaluation Data Sources: School Attendance

Strategy 1: Attendance Tracking and Attendance Restoration will be offered to students.

Strategy's Expected Result/Impact: Students will be able to make improvements on their overall attendance.

Staff Responsible for Monitoring: Principal, FES, Data Clerk

Title I:

2.5





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: System will be created where students are able to make-up their attendance with school personnel.</p> <p>Intended Audience: Students with absences</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Assistant Principal, Data Clerk, FES</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:

School Processes & Programs

Problem Statement 1: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from N/A% to N/A% by May 2025.

Increase positive response by Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from N/A% to N/A% by May 2025.

Strategy 1: Engaging learning opportunities will be provided for students.

Strategy's Expected Result/Impact: Positive opportunities for students.

Staff Responsible for Monitoring: Secretary, Principal

Title I:

2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Field trip opportunities to the Fort Worth Zoo will be provided for PK and Kinder students. Intended Audience: PK and Kinder Students Provider / Presenter / Person Responsible: Teachers, Secretary Date(s) / Timeframe: August-May Collaborating Departments: Principal Delivery Method: In-Person Funding Sources: Field Trip - TITLE I (211) - 211-11-6412-04E-115-30-510-000000-25F10 - \$1,400	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Parent engagement activities will be planned throughout the school year.</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: PTO, Administration</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Food provided for families at several campus events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-115-30-510-000000-25F10 - \$2,352</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 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Families have a higher participation rate for campus fun events compared to parent conferences, administration-led meetings, and student data meetings.</p> <p>Root Cause: Campus did not have an effective schoolwide system to increase parental engagement.</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 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 .3 to 1 by May 2025.

Evaluation Data Sources: Discipline Data

Strategy 1: Develop staff PD that emphasizes appropriate responses to student behaviors. This includes positive framing, which is one of GCC's values.

Strategy's Expected Result/Impact: Improved student behaviors

Staff Responsible for Monitoring: Principal, Assistant Principal, SEAS Teachers

Title I:


2.5

- **TEA Priorities:**


Recruit, support, retain teachers and principals

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Incorporate PD on Responding to Student Behaviors during 3 faculty meetings (BOY, JAN, MARCH) Intended Audience: All Teachers Provider / Presenter / Person Responsible: SEAS Teacher Date(s) / Timeframe: August-March Collaborating Departments: Principal, Assistant Principal Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: TEPSA Membership Intended Audience: Principal, Assistant Principal Provider / Presenter / Person Responsible: Secretary Date(s) / Timeframe: 24-25 School Year Funding Sources: Membership - TITLE I (211) - 211-13-6299-04E-115-30-510-000000-25F10 - \$800	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	PK Instructional Materials	Supplies and materials for instructional use	211-11-6399-04E-115-30-510-000000-25F10	\$400.00
1	3	1	2	Extra Duty Pay	Extra duty for summer planning (off contract days)	211-13-6116-04E-115-30-510-000000-25F10	\$600.00
2	3	1	3	Instructional Materials	Supplies and materials for instructional use	211-11-6399-04E-115-30-510-000000-25F10	\$3,815.40
3	1	1	1	Title 1 Reading and Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-115-30-510-000000-25F10	\$69,525.00
3	2	1	2	Progress Learning	Reading materials & Software for classroom use	211-11-6329-04E-115-30-510-000000-25F10	\$6,250.00
4	2	1	1	Field Trip	Transportation costs for students	211-11-6412-04E-115-30-510-000000-25F10	\$1,400.00
4	3	1	2	Membership	Contracted professional development	211-13-6299-04E-115-30-510-000000-25F10	\$800.00
Sub-Total							\$82,790.40
Budgeted Fund Source Amount							\$82,790.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Food provided for families at several campus events	Snacks for parents to promote participation	211-61-6499-04L-115-30-510-000000-25F10	\$2,352.00
Sub-Total							\$2,352.00
Budgeted Fund Source Amount							\$2,352.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-115-11-313-000000-	\$7,660.00
2	3	1	2	Title 1 Teacher	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-115-11-313-000000-	\$1,500.00
2	3	1	3	Instructional Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-115-11-313-000000-	\$10,260.00
Sub-Total							\$19,420.00
Budgeted Fund Source Amount							\$19,420.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	General Supplies for Classroom Use	GENERAL SUPPLIES		\$538.00
Sub-Total							\$538.00
Budgeted Fund Source Amount							\$538.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	General Supplies for Classroom Use	GENERAL SUPPLIES		\$2,720.00
Sub-Total							\$2,720.00
Budgeted Fund Source Amount							\$2,720.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	General Supplies	Supplies and materials for instructional use	199-11-6399-001-115-24-313-000000-	\$4,635.00
Sub-Total							\$4,635.00
Budgeted Fund Source Amount							\$4,635.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	3	General Supplies for Classroom Use	Supplies and materials - instruction	199-11-6399-001-115-25-313-000000	\$1,140.00
Sub-Total							\$1,140.00
Budgeted Fund Source Amount							\$1,140.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	Instructional Materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-115-99-313-000000-	\$4,100.00
Sub-Total							\$4,100.00
Budgeted Fund Source Amount							\$4,100.00
+/- Difference							\$0.00
Grand Total Budgeted							\$117,695.40
Grand Total Spent							\$117,695.40
+/- 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