

**Fort Worth Independent School District**  
**134 Greenbriar Elementary School**  
**2024-2025 Campus Improvement Plan**

*Accountability Rating: C*



# Mission Statement

To provide an equitable and supportive environment, to collaborate with our school community, and to create and deliver innovative, individualized instruction.

## Vision

All mustangs feel supported, respected, and loved individually as they continually learn and grow.

## Value Statement

We believe students should feel safe and secure in all areas of the school.

We believe students feel safe when their environment is predictable and inviting.

We believe all kids learn in different ways and we must meet their unique needs.

We believe students need a supportive environment where they are encouraged to take risks and try new things.

We believe in the power of reading for enjoyment and the importance of developing a love of reading in students.

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# Comprehensive Needs Assessment

Revised/Approved: February 20, 2024

## Demographics

### Demographics Summary

Greenbriar Elementary was established in 1955. It is a PK-5<sup>th</sup> grade neighborhood school located in South Fort Worth, Texas. Most students live close to the school, but very few students walk. In the past 4 years enrollment has declined slightly due to the increase of Charter schools within a square mile of the campus. However, in 23-24 we gained approximately 100 students from Westcreek Elementary in the pyramid rezoning project. The current enrollment is 514 students which is comprised of 75% Hispanic, 19% African American, 5 % White, and 1% Asian. The student groups include 47% English Language Learners, 6% Gifted and Talented, 18% Special Education, 2% Homeless, 0% Migrant, 91% Economically Disadvantaged and 79% At-Risk. The mobility rate for students has increased from 15% to 26% this school year. The majority of our students move to/from other schools within the district, out of the country, and to/from Charter schools in the area.

The attendance rate is currently 94.72%

The attendance zone for Greenbriar includes multiple neighborhoods with single family homes and 3 apartment complexes. There is also a neighborhood recreation center available to the families in the area.

Discipline incidents documented in Branching Minds have increased from last year to this year (123 to 334) however we still have a focus on Restorative Practices on our campus and we are working to build solidarity and a shared culture between the original Greenbriar students and our new students.

### Demographics Strengths

- Students of all ethnicities and races are represented, including a small population of students from various countries and language groups.
- This is a neighborhood school where several generations of parents and grandparents also attended Greenbriar.
- Greenbriar has a racially diverse staff with 51% Hispanic, 20% African American, and 29% White staff members.
- Restorative Practices are continually being utilized in an effort to keep all students in class and learning. The majority of disciplinary incidents are met with counseling, cooling off time, and behavior coaching.
- The overall attendance rate has increased from 93.96% in 22/23 to 94.72% in 23/24.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** As of February 2024, 22% of all absences are Pre-K students **Root Cause:** We need to increase strategies and communication with parents about attendance. Specific attention needs to be given to PK who makes up a large percentage of the absences.

**Problem Statement 2 (Prioritized):** In 23-24 Discipline Incidents in Branching Minds have increased significantly (334) with 100 incidents being from aggravating others and hitting. Males, African American students, and 1st graders are disproportionately represented in this data. **Root Cause:** Root Cause: Lack of sufficient personnel and procedures to address the mental health and social-emotional needs of students while protecting the educational needs of all.

# Student Learning

## Student Learning Summary

Here is a reminder of the 2022-2023 STAAR All Students Scores for perspective. An explanation of significant findings is included below.

2023 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Math	48	52	15	0
4 <sup>th</sup> Math	63	37	20	0
5 <sup>th</sup> Math	28	72	31	7
3 <sup>rd</sup> Reading	46	54	19	0
4 <sup>th</sup> Reading	43	57	20	5
5 <sup>th</sup> Reading	30	70	44	15
5 <sup>th</sup> Science	54	46	18	5

### READING

Looking deeper, two years of STAAR READING MEETS scores are as follows:

STAAR READING - MEETS		
	2022	2023
3 <sup>rd</sup> Grade	25	19
4 <sup>th</sup> Grade	33	20
5 <sup>th</sup> Grade	52	44

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups. 11% of 3rd grade SpEd scored Approaches as compared with 64% of non-SpEd scored Approaches; 20% of 5th grade SpEd scored approaches as compared to 74% of non-SpEd students. Data for 4th was inconclusive due to the required number of SpEd students tested.
- In 5th grade, Hispanic students (69%) are above to the campus average (59%). A comparison of 3rd and 4th grade Hispanic students to African American (AA) students is inconclusive due to the number of AA students in each grade. Hispanic scores in 5th grade (69%) are slightly higher than African American students (67%). Data in the Meets category is similar to the information for Approaches due to the number of AA students. 5th grade Hispanics (46%) under-performed compared to AA students (50%) at the Meets level.
- Economically Disadvantaged (ECD) scores are significantly higher than non-ECD scores due to a small percentage of non-ECD students.
- All three grade levels combined, 60% of At-Risk (AR) students scored Approaches. There was inconclusive data for non-AR due to the required number of students tested.
- English Learner (EL) scores (59%) are about the same overall as compared to the campus average (61%). 59% of EL students overall scored Approaches as compared with 62% of the non-EL students scoring Approaches.
- 45% of Gifted/Talented students testing in English scored Masters in 5th grade. 11% scored Masters in 4th grade and 0% scored masters in 3rd. Data for Spanish testers was inconclusive due

to lack of the required number of students tested.

**MATH**

Looking deeper, two years of STAAR MATH MEETS scores are as follows:

STAAR MATH - MEETS		
	2022	2023
3 <sup>rd</sup> Grade	15	22
4 <sup>th</sup> Grade	22	20
5 <sup>th</sup> Grade	30	31

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The largest gap between student groups is between the African American scores (15%) White scores (40%) of overall students. In 5th grade 33% Hispanic students and 17% African American students scored Meets. In 4th grade, 22% Hispanic and 21% Hispanic students scored Meets. African American students in 3rd and 4th were underrepresented to conclusively compare the student groups.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 40% of 5th grade SpEd scored Approaches as compared with 72% of non-SpEd. In 4th grade, the number of SpEd students tested was not enough to determine data, however, 39% non-SpEd scored Approaches. In 3rd grade, 22% of SpEd and 55% non-SpEd scored Approaches.
- Economically Disadvantaged (ECD) students in 3rd grade (46%) had a higher discrepancy than 5th grade (68%) at the Approaches level, where 4th grade ECD students scored at 35%..
- At-Risk (AR) scores in grades 4 and 5 were lower than non-AR students. However, 3rd grade AR students (56%) out performed non-AR students (31%). AR students in 5th grade show a slightly greater discrepancy with 60% AR at Meets vs. 91% non-AR. AR students (31%) of 4th grade were outperformed by AR students (60%).
- Non-English Learner (EL) students outperformed EL students. Scores for EL students are closer in range at 3rd and 5th as compared to non-EL students. EL students in 4th grade (46%) outperformed non-EL students (23%). There was a slight difference in the 3rd grade EL students (36%) vs. non-EL (53%) at the Approaches level.
- 83% of Gifted/Talented (GT) students scored Approaches in all 3 grade levels. 67% GT students scored Meets and 17% scored Masters in all 3 grade levels.

**SCIENCE**

Looking deeper, two years of STAAR SCIENCE MEETS scores are as follows:

STAAR SCIENCE - MEETS		
	2022	2023
5 <sup>th</sup> Grade	22	18

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- Decrease for all ethnicities except the African American students
- ECD – 17%, decrease
- Migrant – no migrant students
- LEP – 18%, decrease
- SpEd – 17%, decrease
- Gifted/Talented – 55%, decrease
- At-Risk – 12%, decrease

**MOY MAP Data: Winter 2024**

ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Math	48	29	15	8
4 <sup>th</sup> Math	49	39	16	1
5 <sup>th</sup> Math	41	38	17	3
3 <sup>rd</sup> Reading	52	28	14	6
4 <sup>th</sup> Reading	48	36	13	4
5 <sup>th</sup> Reading	44	31	16	11

The Projected Proficiency Summary Report based on Winter 2024 MAP Growth Data shows a correlation between MAP scores and projected STAAR success.

**Student Learning Strengths**

- According to MAP MOY Math data from January 2024: 3rd grade scored in the 59th percentile for growth compared to all the schools in the nation.
- According to Dreambox: We have moved from 9% of students working at/above grade level to 25%.
- According to MAP MOY Reading data from January 2024: 4th and 5th graders exceeded the projected growth for reading. (4th grade 66th %ile and 5th grade 54th%ile compared to other schools in the nation)
- According to MAP Reading Spanish: Kinder and 5th grade Spanish Reading met or exceeded the projected English growth standard.
- According to Lexia Core 5: We have moved from 71% below grade level to only 30% below grade level as of January 2024.
- Our target minority group (AA 9.36/9.14) is growing at a higher average than our majority group (Hispanic 7.54/6.81) according to MAP MOY growth data. .
- Our SPED students are making MAP growth in Reading at a level close to our majority group (average of 7 RIT points compared to 7.54)

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** SPED students math MAP MOY growth is significantly lower than all other groups (3.33 average RIT points) **Root Cause:** Only specialized reading tutoring for SPED students was provided- not math.

**Problem Statement 2 (Prioritized):** Emergent Bilingual student growth in reading is lower than all other groups (6.9 average RIT points) **Root Cause:** All EB students take both the English and Spanish Reading MAP test regardless of their dominant language.

**Problem Statement 3 (Prioritized):** According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation. **Root Cause:** Specialized tutoring was provided only for K-2nd grade Reading- not math.

**Problem Statement 4 (Prioritized):** According to STAAR 2023, only 19% of 3rd graders MET STANDARD on the Reading exam. **Root Cause:** Need for early intervention and dyslexia/SLD identification from Kinder through 3rd grade.

**Problem Statement 5 (Prioritized):** According to STAAR 2023, only 37% of 4th grades scored Approaches on Math STAAR and only 18% of 5th graders met standard for Science STAAR. **Root Cause:** Need for school-wide (K-5) alignment and implementation of strategies and instruction for Math and Science.



# School Processes & Programs

## School Processes & Programs Summary

Leadership at Greenbriar strives to recruit, hire, retain and place highly qualified teachers in specific grade levels and subject areas based on individual strengths. Hiring processes include a committee of teachers and leaders to help determine potential effectiveness and alignment to school priorities.

In 2017, Greenbriar began the process of becoming a Restorative Practices school. The implementation went from one grade level to school-wide within 2 years. Following a refresher training in 20-21, teachers reflected on their comfort level in regards to implementation of all components of Restorative Practices. The campus began working toward earning a distinction for Restorative Practices using a rubric designed by TEA to measure a campus' skill level in implementation of RP. At the middle of the year, we had earned a rating of "Skillful". By the end of the 2022-2023 school year, Greenbriar was one of only 2 schools in the state of Texas to earn the rating of EXPERIENCED in Restorative Practices.

Greenbriar is a 1-way Dual Language Campus which serves Dual Language students in English and Spanish making up 48% of our student population.

Greenbriar students currently have access to the following intervention/enrichment programs: Lexia Core 5 Reading, Dreambox Math, MyOn online Library, and Typing Club.

Reading Partners is a non-profit organization that has partnered with Greenbriar for the last 2 years to provide mentors and 1:1 reading intervention for K-3rd grade students who are struggling readers.

## School Processes & Programs Strengths

- Greenbriar was one of the first campuses in FWISD to use the MyOn reading program for students to have unlimited online access to library books. Current usage is 345,000 minutes which is 108,000 more than last year at this time.
- Students are completing an average of 10+ lessons per week and have moved from 9% to 26% at/above grade level within the program.
- Student usage of Lexia is 95% for this school year and we have moved from 29% to 71% on or above grade level within the program.
- Special Education evaluation procedures and timelines have improved/increased significantly during the 23-24 school year with 15 initial evaluations completed during the Fall semester of 23-24.
- 86% of Teachers surveyed reported that they use Student Data Tracking Folders with students weekly/monthly.
- We currently have 11 TIA Designated Teachers at Greenbriar.
- Greenbriar teachers utilize BenQ interactive whiteboards in all classrooms and we have 1:1 Ipads for student use in PK-5th grade.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There are currently approximately 40 students who still need to be evaluated for Special Education and are waiting to receive the services they need. **Root Cause:** Need for systems of intervention for students who are waiting to be evaluated.

**Problem Statement 2 (Prioritized):** A recent reflection survey of teachers revealed the following information regarding specific strategies implemented school-wide during the 23-24 school year: 85% of teachers have not begun using the Typing Club App with students, only 57% of teachers are using the problem solving quadrant daily, and only 15% of teachers reported utilizing digital exit tickets for their students weekly. **Root Cause:** Need for teacher training and monitoring systems in place.

# Perceptions

## Perceptions Summary

### Parent Involvement:

Communication between the school and the parents is a high priority at Greenbriar. Parent involvement continues to be an area of growth as many of the parents in the community have 1-2 jobs and limited time to interact with the school. In 2021, Greenbriar began the tradition of holding Parent/Teacher conferences for ALL students at least 3 times a year (Beginning, Middle, and End). All parents are expected to participate in these conferences in order to form a strong partnership for the benefit of the students.

The Mustang Minutes Weekly Parent Newsletter was established to keep parents updated with information and engage them with events on campus. Multiple forms of communication have been consistently utilized including Class Dojo, Facebook, Instagram, Twitter, Blackboard Email, phone call-outs, text reminders, home visits, and physical paper copies sent home with students.

The Greenbriar PTO was established in 22-23 and began some new school traditions and events such as: Students of the Month Program, Hispanic Heritage Festival, Black History Festival, Spring Carnival, and various Family Nights.

### School Culture:

Currently, the FWAS Program provides after school care and extra-curricular activities 4 days a week for students in grades 3-5 (also 2<sup>nd</sup> grade siblings). However, according to the parent survey, the majority of parents would like more extra-curricular activities and fine arts performances. Restorative Practices and social emotional learning are also big parts of the school culture at Greenbriar. Students and staff are encouraged to have empathy for others, give grace to one another, and have a growth mindset with the idea that every mistake or failure is an opportunity for learning.

After school enrichment clubs for students were established in order to encourage attendance, good citizenship in class, and foster relationships among students and other staff members across the campus. Greenbriar currently has student enrichment programs including, Student Council, Junior Librarians, Safety Patrol, Diamond Painting, Good News Club, Running Club, and Pearls with Purpose Girls Leadership Group.

Students also enjoy opportunities for educational enrichment through the X-STREAM Mondays Program which was established by the LAMP (Library/ART/Music/PE) team.

## Perceptions Strengths

- 87% of parents attended the BOY and MOY parent/teacher conferences.
- The majority of teachers who leave Greenbriar are either retiring, promoting, or moving to another district altogether.
- After-school Enrichment Clubs are well attended and often at maximum capacity.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** From August 2023 to February 2024, there have been a total of 224 Teacher Absences for personal or sick leave. Of those absences, 99 of them were unfilled by a substitute teacher **Root Cause:** There is a need for systems and procedures which will increase the likelihood of substitutes accepting jobs and returning to Greenbriar.

**Problem Statement 2 (Prioritized):** As of February 2024, 102 students (20%) have excessive absences (10 or more). **Root Cause:** Need for attendance incentives and parent education regarding the effects of poor attendance on student achievement.

**Problem Statement 3 (Prioritized):** Academic Family Events (such as BOY conferences and Literacy Night) have a significantly lower attendance rate than non-academic events such as Carnivals, Festivals, etc... **Root Cause:** Need for additional motivators for families to attend events which are academically focused.

# Priority Problem Statements

**Problem Statement 1:** As of February 2024, 22% of all absences are Pre-K students

**Root Cause 1:** We need to increase strategies and communication with parents about attendance. Specific attention needs to be given to PK who makes up a large percentage of the absences.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In 23-24 Discipline Incidents in Branching Minds have increased significantly (334) with 100 incidents being from aggravating others and hitting. Males, African American students, and 1st graders are disproportionately represented in this data.

**Root Cause 2:** Root Cause: Lack of sufficient personnel and procedures to address the mental health and social-emotional needs of students while protecting the educational needs of all.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** SPED students math MAP MOY growth is significantly lower than all other groups (3.33 average RIT points)

**Root Cause 3:** Only specialized reading tutoring for SPED students was provided- not math.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Emergent Bilingual student growth in reading is lower than all other groups (6.9 average RIT points)

**Root Cause 4:** All EB students take both the English and Spanish Reading MAP test regardless of their dominant language.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation.

**Root Cause 5:** Specialized tutoring was provided only for K-2nd grade Reading- not math.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** There are currently approximately 40 students who still need to be evaluated for Special Education and are waiting to receive the services they need.

**Root Cause 6:** Need for systems of intervention for students who are waiting to be evaluated.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** A recent reflection survey of teachers revealed the following information regarding specific strategies implemented school-wide during the 23-24 school year: 85% of teachers have not begun using the Typing Club App with students, only 57% of teachers are using the problem solving quadrant daily, and only 15% of teachers reported utilizing digital exit tickets for their students weekly.

**Root Cause 7:** Need for teacher training and monitoring systems in place.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** From August 2023 to February 2024, there have been a total of 224 Teacher Absences for personal or sick leave. Of those absences, 99 of them were unfilled by a substitute teacher

**Root Cause 8:** There is a need for systems and procedures which will increase the likelihood of substitutes accepting jobs and returning to Greenbriar.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** As of February 2024, 102 students (20%) have excessive absences (10 or more).

**Root Cause 9:** Need for attendance incentives and parent education regarding the effects of poor attendance on student achievement.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Academic Family Events (such as BOY conferences and Literacy Night) have a significantly lower attendance rate than non-academic events such as Carnivals, Festivals, etc...

**Root Cause 10:** Need for additional motivators for families to attend events which are academically focused.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** According to STAAR 2023, only 19% of 3rd graders MET STANDARD on the Reading exam.

**Root Cause 11:** Need for early intervention and dyslexia/SLD identification from Kinder through 3rd grade.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** According to STAAR 2023, only 37% of 4th grades scored Approaches on Math STAAR and only 18% of 5th graders met standard for Science STAAR.

**Root Cause 12:** Need for school-wide (K-5) alignment and implementation of strategies and instruction for Math and Science.

**Problem Statement 12 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability 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
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

### **Employee Data**

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

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: June 20, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89.5% to 91% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 45.5% to 55% by May 2025.

Increase the percentage of African American students from 81.8% to 91% by May 2025.

### High Priority

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increased student preparedness for Kindergarten.

**Staff Responsible for Monitoring:** Teachers/Admin/Coach

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure alignment to state PK standards through implementation of the Creative Curriculum and aligning expectations and rigor with Kindergarten preparedness by participating Early Learning PD and Vertical Alignment sessions with Kindergarten teachers.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Coach/Admin  <b>Date(s) / Timeframe:</b> September-April  <b>Collaborating Departments:</b> Early Learning Dept.  <b>Delivery Method:</b> PLC, Planning Days</p> <p><b>Funding Sources:</b> Subs for planning - BASIC (199 PIC 11) - 199-11-6112-XXX-134-11-313-000000- - \$250</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><b>Problem Statement 1:</b> As of February 2024, 22% of all absences are Pre-K students <b>Root Cause:</b> We need to increase strategies and communication with parents about attendance. Specific attention needs to be given to PK who makes up a large percentage of the absences.</p>



**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 51.8% to 55% 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 36.8% to 55% by May 2025.

Increase the percentage of African American students from 42.6% to 55% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and systems of support for individualized student growth.

**Strategy's Expected Result/Impact:** Increase student reading fluency in K-3

**Staff Responsible for Monitoring:** Teachers/Admin/Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement in-class and after-school academic and social-emotional support for students identified as Tier 2 or 3 through MTSS.</p> <p><b>Intended Audience:</b> Teachers/Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers/Admin</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Delivery Method:</b> During school intervention and support and After-school tutoring</p> <p><b>Funding Sources:</b> Tutoring - TITLE I (211) - 211-11-6116-04E-134-30-510-000000-25F10 - \$4,962, Title 1 Supplies &amp; Materials - TITLE I (211) - 211-11-6399-04E-134-30-510-000000-25F10 - \$5,776</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:**

<b>Student Learning</b>
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<b>Problem Statement 4:</b> According to STAAR 2023, only 19% of 3rd graders MET STANDARD on the Reading exam. <b>Root Cause:</b> Need for early intervention and dyslexia/SLD identification from Kinder through 3rd grade.
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**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 50% 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 49% to 60% by May 2025.

Increase the percentage of African American students from 48% to 60% by May 2025.

**High Priority**

**Strategy 1:** Align and leverage programs, resources, and systems of support for individualized student growth.

**Strategy's Expected Result/Impact:** Increase student growth for Reading

**Staff Responsible for Monitoring:** Teachers, Coach and Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 2, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure implementation and fidelity using the Lexia Resource through monitoring of data such as Level Completion, weekly usage goals, and utilization of face-to-face 1:1 and small group intervention lessons. <b>Intended Audience:</b> Teachers/Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP and Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Literacy Dept. <b>Delivery Method:</b> Coaching and Feedback  <b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure student access to reading materials in the Library which will support and enhance instruction/reading growth as well as materials for Gifted and Talented Enrichment Program.</p> <p><b>Intended Audience:</b> students  <b>Provider / Presenter / Person Responsible:</b> Librarian  <b>Date(s) / Timeframe:</b> Aug-April  <b>Collaborating Departments:</b> Library Media</p> <p><b>Funding Sources:</b> Library Books - BASIC (199 PIC 11) - 199-11-6329-XXX-134-11-313-000000- - \$4,500,  Materials for GT - GT (199 PIC 21) - \$521</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:** Improve quality Tier 1 instruction by building teacher capacity in the area of Reading through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increased student achievement and growth in reading

**Staff Responsible for Monitoring:** Admin/Coach/Teachers

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize TEKS-based and supplemental resources for Tier 1 instruction to enhance the alignment of instruction to state standards (including, but not limited to Lead4ward, Flocabulary, Typing Club, etc...)</p> <p><b>Intended Audience:</b> Students/Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin/Coach/Teachers  <b>Date(s) / Timeframe:</b> August-May  <b>Delivery Method:</b> Tier 1 instruction</p> <p><b>Funding Sources:</b> Flocabulary - TITLE I (211) - 211-11-6399-04E-134-30-510-000000-25F10 - \$2,218, Nearpod - TITLE I (211) - 211-11-6399-04E-134-30-510-000000-25F10 - \$3,744</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide Professional Development and Planning Sessions for teachers to enhance lesson delivery, student engagement and increase alignment of instruction to the state standards. (including, but not limited to Lead4ward Instructional Strategies Playlist, Teacher-led MiniPD, PopWalks)</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin/Coach  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Literacy Dept.  <b>Delivery Method:</b> PKC, Faculty Meetings, Planning Days</p> <p><b>Funding Sources:</b> Subs for PD - BASIC (199 PIC 11) - 199-11-6112-XXX-134-11-313-000000- - \$2,500, Lead4ward Instructional Strategies Playlist PD videos - TITLE I (211) - 211-11-6329-04E-134-30-510-000000-25F10 - \$500</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Implement School-wide Exit ticket expectations for reading using the the open-ended/constructed response protocols, provide training for teachers, and create school-wide motivational system for students.</p> <p><b>Intended Audience:</b> Teachers/Students  <b>Provider / Presenter / Person Responsible:</b> Admin/Coach/Teachers  <b>Date(s) / Timeframe:</b> August-May  <b>Delivery Method:</b> Tier 1 instruction</p> <p><b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$3,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 2:** Emergent Bilingual student growth in reading is lower than all other groups (6.9 average RIT points) **Root Cause:** All EB students take both the English and Spanish Reading MAP test regardless of their dominant language.

**Problem Statement 3:** According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation. **Root Cause:** Specialized tutoring was provided only for K-2nd grade Reading- not math.

**Problem Statement 4:** According to STAAR 2023, only 19% of 3rd graders MET STANDARD on the Reading exam. **Root Cause:** Need for early intervention and dyslexia/SLD identification from Kinder through 3rd grade.

#### School Processes & Programs

**Problem Statement 2:** A recent reflection survey of teachers revealed the following information regarding specific strategies implemented school-wide during the 23-24 school year: 85% of teachers have not begun using the Typing Club App with students, only 57% of teachers are using the problem solving quadrant daily, and only 15% of teachers reported utilizing digital exit tickets for their students weekly. **Root Cause:** Need for teacher training and monitoring systems in place.

**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 66.7% to 80% by May 2025.  
 Increase the percentage of Economically Disadvantaged students from 61.8% to 80% by May 2025.

**High Priority**

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase student preparedness for Kindergarten

**Staff Responsible for Monitoring:** Teachers/Admin/Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure alignment to state PK standards through implementation of the Creative Curriculum and aligning expectations and rigor with Kindergarten preparedness by participating Early Learning PD and Vertical Alignment sessions with Kindergarten teachers.</p> <p><b>Intended Audience:</b> PK/Kinder Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin/Teachers/Coach  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> PLC, Planning Days</p> <p><b>Funding Sources:</b> Subs for Planning - BASIC (199 PIC 11) - 199-11-6112-XXX-134-11-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** As of February 2024, 22% of all absences are Pre-K students **Root Cause:** We need to increase strategies and communication with parents about attendance. Specific attention needs to be given to PK who makes up a large percentage of the absences.

### Student Learning

**Problem Statement 1:** SPED students math MAP MOY growth is significantly lower than all other groups (3.33 average RIT points) **Root Cause:** Only specialized reading tutoring for SPED students was provided- not math.

**Problem Statement 2:** Emergent Bilingual student growth in reading is lower than all other groups (6.9 average RIT points) **Root Cause:** All EB students take both the English and Spanish Reading MAP test regardless of their dominant language.

**Problem Statement 3:** According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation. **Root Cause:** Specialized tutoring was provided only for K-2nd grade Reading- not math.



**Goal 2: Early Math**

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

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 54% to 60% by May 2025.

Increase the percentage of SPED students from 36% to 50% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and systems of support for individualized student growth.

**Staff Responsible for Monitoring:** Teachers and Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math

**- ESF Levers:**


Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure fidelity of Dreambox implementation through monitoring of data including, weekly student usage rates, lesson completion, mastery of skills (SEs), student growth, teacher dashboard usage and assignment of lessons based on TEKS and MAP data.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP and Coach</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Collaborating Departments:</b> Math Department and Dreambox company</p> <p><b>Delivery Method:</b> PD, Coaching, and Feedback</p> <p><b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase student growth and achievement in math

**Staff Responsible for Monitoring:** Admin/Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3, 5 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement School-wide Exit ticket expectations for math using the the 4 quadrant strategy, provide training for teachers, and create school-wide motivational system for students.</p> <p><b>Intended Audience:</b> Teachers/Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin/Coach/Teachers</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Collaborating Departments:</b> Math Dept.</p> <p><b>Delivery Method:</b> Tier 1 instruction</p> <p><b>Funding Sources:</b> General Supplies for instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$1,550</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation. <b>Root Cause:</b> Specialized tutoring was provided only for K-2nd grade Reading- not math.</p>
<p><b>Problem Statement 5:</b> According to STAAR 2023, only 37% of 4th grades scored Approaches on Math STAAR and only 18% of 5th graders met standard for Science STAAR. <b>Root Cause:</b> Need for school-wide (K-5) alignment and implementation of strategies and instruction for Math and Science.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> A recent reflection survey of teachers revealed the following information regarding specific strategies implemented school-wide during the 23-24 school year: 85% of teachers have not begun using the Typing Club App with students, only 57% of teachers are using the problem solving quadrant daily, and only 15% of teachers reported utilizing digital exit tickets for their students weekly. <b>Root Cause:</b> Need for teacher training and monitoring systems in place.</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 31% to 47% by May 2025. Increase the percentage of Hispanic Students from 30% to 47% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and systems of support for individualized student growth to close achievement gaps for Emergent Bilingual, SPED and African American students)

**Strategy's Expected Result/Impact:** Increased student growth and achievement in reading.

**Staff Responsible for Monitoring:** Admin/Coach

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Monitor MTSS and Implement in-school Reading intervention for students identified as struggling readers/possible Dyslexia and implement High Impact Tutoring for students in 4th and 5th grade</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin/Coach</p> <p><b>Date(s) / Timeframe:</b> September-May</p> <p><b>Collaborating Departments:</b> SPED/DYS</p> <p><b>Delivery Method:</b> Tier 2 and 3 instruction</p> <p><b>Funding Sources:</b> Title 1 Teacher - TITLE I (211) - 211-11-6119-04E-134-30-510-000000-25F10 - \$69,525, Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-134-11-313-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 4:** According to STAAR 2023, only 19% of 3rd graders MET STANDARD on the Reading exam. **Root Cause:** Need for early intervention and dyslexia/SLD identification from Kinder through 3rd grade.

**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 31% to 45% 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 25% to 45% by May 2025.

**High Priority**

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increased student growth and achievement in math.

**Staff Responsible for Monitoring:** Admin/Coach/Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


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


**Problem Statements:** Student Learning 3, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize TEKS-based supplemental resources for Tier 1 instruction to enhance the alignment of instruction to state standards (including , but not limited to Lead4ward Math Mark, Sirius Online, etc...)</p> <p><b>Intended Audience:</b> Teachers/Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin/Coach/Teachers</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Delivery Method:</b> Tier 1, 2, and 3</p> <p><b>Funding Sources:</b> Lead4ward Math Mark - TITLE I (211) - 211-11-6399-04E-134-30-510-000000-25F10 - \$850, Sirius Online - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$4,000, Lead4ward Science ePLC - TITLE I (211) - 211-13-6299-04E-134-30-510-000000-25F10 - \$425</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** Align and leverage programs, resources, and systems of support for individualized student growth to close achievement gaps for Emergent Bilingual, SPED and African American students)

**Strategy's Expected Result/Impact:** Increased growth and achievement in math

**Staff Responsible for Monitoring:** Admin/Coach/Teachers

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

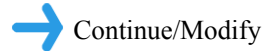
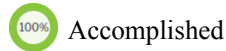
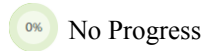
Build a foundation of reading and math

- **ESF Levers:**

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

**Problem Statements:** Student Learning 1, 3, 5 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Monitor MTSS and Implement in-school Math intervention for students identified as AT-Risk through the bottom 25%ile on MAP and implement High Impact Tutoring for students in 4th and 5th grade.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers/Admin/Coach</p> <p><b>Date(s) / Timeframe:</b> Aug-May</p> <p><b>Delivery Method:</b> Tier 2 and 3 instruction</p> <p><b>Funding Sources:</b> Tutoring for AT Risk Students - SCE (199 PIC 24) - 199-11-6116-001-134-24-313-000000- - \$6,060, SPED Tutoring - SPED (199 PIC 23) - \$2,000, SPED General Supplies - SPED (199 PIC 23) - \$1,741, Bilingual Tutoring - BEA (199 PIC 25) - 199-11-6116-001-134-25-313-000000 - \$1,793</p>	Formative		Summative	
	Nov	Jan	Mar	June



**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> SPED students math MAP MOY growth is significantly lower than all other groups (3.33 average RIT points) <b>Root Cause:</b> Only specialized reading tutoring for SPED students was provided- not math.</p>
<p><b>Problem Statement 3:</b> According to MAP MOY Math data from 23-24, Kinder, 1st, 2nd, and 4th grades were in the bottom 25%tile for growth compared to other schools in the nation. <b>Root Cause:</b> Specialized tutoring was provided only for K-2nd grade Reading- not math.</p>

### Student Learning

**Problem Statement 5:** According to STAAR 2023, only 37% of 4th grades scored Approaches on Math STAAR and only 18% of 5th graders met standard for Science STAAR.  
**Root Cause:** Need for school-wide (K-5) alignment and implementation of strategies and instruction for Math and Science.

### School Processes & Programs

**Problem Statement 1:** There are currently approximately 40 students who still need to be evaluated for Special Education and are waiting to receive the services they need. **Root Cause:** Need for systems of intervention for students who are waiting to be evaluated.

**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 12.2% to 10% by May 2025.

Decrease the number and percentage of White students who have excessive absences from 23.1% to 10% by May 2025.

**High Priority**

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates by improving school climate and culture and family engagement.

**Strategy's Expected Result/Impact:** Increase student attendance ADA

**Staff Responsible for Monitoring:** Admin/Teachers

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide K-5 students with opportunities for attendance recovery and restoration 2 times each month. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> October-April <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Extra Duty - BASIC (199 PIC 11) - 199-11-6116-XXX-134-11-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide motivational activities for students to attend school regularly and information/education for parents regarding the importance of school attendance. (including, but not limited to... XSTREAM Mondays, Random attendance incentives, Attendance Contests for Classrooms/Grade levels, After-school Enrichment Clubs, etc...)</p> <p><b>Intended Audience:</b> Students/Parents  <b>Provider / Presenter / Person Responsible:</b> Admin/Staff  <b>Date(s) / Timeframe:</b> Aug-May  <b>Delivery Method:</b> During and after school</p> <p><b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-134-11-313-000000- - \$1,049</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide a safe and equitable learning environment for staff and students (including, but not limited to general maintenance and upkeep of the school building, provision of technology for instructional purposes, Nursing supplies, etc...)</p> <p><b>Intended Audience:</b> Students and Staff  <b>Provider / Presenter / Person Responsible:</b> Staff  <b>Date(s) / Timeframe:</b> Aug-May  <b>Delivery Method:</b> In-school</p> <p><b>Funding Sources:</b> Copy Machine - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-134-99-313-000000- - \$3,601, Medical Nursing Supplies - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-134-99-313-000000- - \$150, Maintenance and Operations - UNDISTRIBUTED (199 PIC 99) - 199-51-6399-XXX-134-99-313-000000- - \$200, Office Supplies/ink - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-134-99-313-000000- - \$1,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Implement academic engagement events for families to engage parents at various days/times (including, but not limited to... Enrollment Assistance and Round-up Events, Family Science Night, BOY/MOY conferences, Open Houses, Report Card Pick-Up events, Literacy/Math Night, STAAR Meetings, , etc...)</p> <p><b>Intended Audience:</b> Families/Students  <b>Provider / Presenter / Person Responsible:</b> Staff  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Parent Partnerships and PTO</p> <p><b>Funding Sources:</b> Science Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-134-30-510-000000-25F10 - \$800, Supplies and Materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-134-30-510-000000-25F10 - \$1,200, Extra Duty for Office Staff -open house and enrollment - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-134-99-313-000000- - \$500, Snacks for parent events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-134-30-510-000000-25F10 - \$1,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** As of February 2024, 22% of all absences are Pre-K students **Root Cause:** We need to increase strategies and communication with parents about attendance. Specific attention needs to be given to PK who makes up a large percentage of the absences.

**Perceptions**

**Problem Statement 1:** From August 2023 to February 2024, there have been a total of 224 Teacher Absences for personal or sick leave. Of those absences, 99 of them were unfilled by a substitute teacher **Root Cause:** There is a need for systems and procedures which will increase the likelihood of substitutes accepting jobs and returning to Greenbriar.

**Problem Statement 2:** As of February 2024, 102 students (20%) have excessive absences (10 or more). **Root Cause:** Need for attendance incentives and parent education regarding the effects of poor attendance on student achievement.

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

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

**Performance Objective 2:** Decrease the number of out of school suspensions for Special Education students from 0.4% to 0% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to decrease behavior and discipline incidents through school climate and PBIS.

**Strategy's Expected Result/Impact:** Decrease the number of suspensions and referrals for SPED students.

**Staff Responsible for Monitoring:** Teachers/Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide motivational opportunities to highlight student achievement/growth, promote good citizenship, and improve relationships among staff and students. (including, but not limited to... MAP MOY Growth Parade, MAP EOY Growing and Glowing Party, Students of the Month, Student Shout-Outs, Reading Buddies, Guest Teacher Welcome Kits, New Mustang Welcome Group, etc...) <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Teachers/Admin <b>Date(s) / Timeframe:</b> Aug-May <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Awards/Trophies etc... - BASIC (199 PIC 11) - 199-11-6499-XXX-134-11-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Increase access to supplemental materials for students with special needs (including, but not limited to kick bands for chairs, fidgets, flexible seating options, reinforcers and motivational items to be used in conjunction with behavioral point sheets, etc...)</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers/Admin  <b>Date(s) / Timeframe:</b> Aug-May  <b>Collaborating Departments:</b> SPED  <b>Delivery Method:</b> Tier 1</p> <p><b>Funding Sources:</b> SPED Supplies - SPED (199 PIC 23) - \$1,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Develop an implementation plan for the HOUSE system by establishing a committee and providing professional development to the staff regarding the impact on school climate/culture, student leadership/motivation and community/parent involvement.</p> <p><b>Intended Audience:</b> Staff  <b>Provider / Presenter / Person Responsible:</b> Teachers/Admin  <b>Date(s) / Timeframe:</b> September-June  <b>Collaborating Departments:</b> Ron Clark Academy  <b>Delivery Method:</b> Professional Development/Workshops</p> <p><b>Funding Sources:</b> Professional Development - TITLE I (211) - 211-13-6411-04E-134-30-510-000000-25F10 - \$7,000, Professional Development - TITLE I (211) - 211-31-6411-04E-134-30-510-000000-25F10 - \$1,000, Professional Development - TITLE I (211) - 211-13-6299-04E-134-30-510-000000-25F10 - \$10,000, Professional Development - TITLE I (211) - 211-23-6411-04E-134-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Provide guidance and instruction for Social-Emotional well-being of students (including, but not limited to Classroom Guidance lessons, Small group Intervention sessions, After-school Character Club, Restorative Practices, and Classroom Community Building)</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Counselor  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Student Support Services  <b>Delivery Method:</b> Whole/Small Group</p> <p><b>Funding Sources:</b> Counseling Supplies - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-134-99-313-000000- - \$450</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** In 23-24 Discipline Incidents in Branching Minds have increased significantly (334) with 100 incidents being from aggravating others and hitting. Males, African American students, and 1st graders are disproportionately represented in this data. **Root Cause:** Root Cause: Lack of sufficient personnel and procedures to address the mental health and social-emotional needs of students while protecting the educational needs of all.

**Student Learning**

**Problem Statement 1:** SPED students math MAP MOY growth is significantly lower than all other groups (3.33 average RIT points) **Root Cause:** Only specialized reading tutoring for SPED students was provided- not math.

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent 3	Beatrice Oviedo	Parent
Parent 2	Kiki Thomas	Parent
Parent 1	Savanna Castro	Parent
Non-classroom Professional	Nan Holguin	Instructional Coach
District-level Professional	Bryan Johnson	Parent Partnerships
DERC Representative 2	Yuridia Valenzuela	DERC
DERC Representative 1	Jennifer Miller	DERC
Classroom Teacher 1	Christina Gamez	Teacher
Classroom Teacher 3	Luz Serrato Lopez	Teacher
Classroom Teacher 2	Candice Allums	Teacher
Parent	Patricia Mansilla	Parent
Community Representative 1	Randy Johnson	Community Member
Administrator	Kristin Hood	Assistant Principal
Non-classroom Professional	Leticia Cronenberg	Teacher
Administrator	Lindsay Staros	Principal

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title 1 Supplies & Materials	Supplies and materials for instructional use	211-11-6399-04E-134-30-510-000000-25F10	\$5,776.00
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-134-30-510-000000-25F10	\$4,962.00
1	3	2	1	Flocabulary	Supplies and materials for instructional use	211-11-6399-04E-134-30-510-000000-25F10	\$2,218.00
1	3	2	1	Nearpod	Supplies and materials for instructional use	211-11-6399-04E-134-30-510-000000-25F10	\$3,744.00
1	3	2	2	Lead4ward Instructional Strategies Playlist PD videos	Reading materials & Software for classroom use	211-11-6329-04E-134-30-510-000000-25F10	\$500.00
3	1	1	1	Title 1 Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-134-30-510-000000-25F10	\$69,525.00
3	2	1	1	Lead4ward Science ePLC	Contracted professional development	211-13-6299-04E-134-30-510-000000-25F10	\$425.00
3	2	1	1	Lead4ward Math Mark	Supplies and materials for instructional use	211-11-6399-04E-134-30-510-000000-25F10	\$850.00
4	2	1	3	Professional Development	Contracted professional development	211-13-6299-04E-134-30-510-000000-25F10	\$10,000.00
4	2	1	3	Professional Development	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-134-30-510-000000-25F10	\$2,000.00
4	2	1	3	Professional Development	Travel for Counselor (PD)	211-31-6411-04E-134-30-510-000000-25F10	\$1,000.00
4	2	1	3	Professional Development	Travel for Teachers (PD)	211-13-6411-04E-134-30-510-000000-25F10	\$7,000.00
<b>Sub-Total</b>							<b>\$108,000.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$108,000.00</b>
<b>+/- Difference</b>							<b>\$0.00</b>

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	4	Supplies and Materials	Supplies and materials for parental involvement	211-61-6399-04L-134-30-510-000000-25F10	\$1,200.00
4	1	1	4	Science Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-134-30-510-000000-25F10	\$800.00
4	1	1	4	Snacks for parent events	Snacks for parents to promote participation	211-61-6499-04L-134-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$3,000.00
<b>Budgeted Fund Source Amount</b>							\$3,000.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Subs for planning	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-134-11-313-000000-	\$250.00
1	3	1	1	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$1,000.00
1	3	1	2	Library Books	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-134-11-313-000000-	\$4,500.00
1	3	2	2	Subs for PD	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-134-11-313-000000-	\$2,500.00
1	3	2	3	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$3,000.00
2	1	1	1	Subs for Planning	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-134-11-313-000000-	\$250.00
2	2	1	1	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$1,000.00
2	2	2	1	General Supplies for instruction	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$1,550.00
3	1	1	1	Tutoring	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-134-11-313-000000-	\$4,000.00
3	2	1	1	Sirius Online	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$4,000.00



BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Extra Duty	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-134-11-313-000000-	\$500.00
4	1	1	2	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-134-11-313-000000-	\$1,049.00
4	2	1	1	Awards/Trophies etc...	INSTRUCTION   MISC OPERATING COSTS	199-11-6499-XXX-134-11-313-000000-	\$500.00
<b>Sub-Total</b>							\$24,099.00
<b>Budgeted Fund Source Amount</b>							\$24,099.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Materials for GT	GENERAL SUPPLIES		\$521.00
<b>Sub-Total</b>							\$521.00
<b>Budgeted Fund Source Amount</b>							\$521.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	SPED Tutoring	EXTRA DUTY - PROFESSIONAL		\$2,000.00
3	2	2	1	SPED General Supplies	GENERAL SUPPLIES		\$1,741.00
4	2	1	2	SPED Supplies	GENERAL SUPPLIES		\$1,000.00
<b>Sub-Total</b>							\$4,741.00
<b>Budgeted Fund Source Amount</b>							\$4,741.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Tutoring for AT Risk Students	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-134-24-313-000000-	\$6,060.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$6,060.00
<b>Budgeted Fund Source Amount</b>							\$6,060.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Bilingual Tutoring	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-134-25-313-000000	\$1,793.00
<b>Sub-Total</b>							\$1,793.00
<b>Budgeted Fund Source Amount</b>							\$1,793.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3	Copy Machine	SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP	199-23-6264-XXX-134-99-313-000000-	\$3,601.00
4	1	1	3	Office Supplies/ink	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-134-99-313-000000-	\$1,000.00
4	1	1	3	Medical Nursing Supplies	HEALTH SERVICE   GENERAL SUPPLIES	199-33-6399-XXX-134-99-313-000000-	\$150.00
4	1	1	3	Maintenance and Operations	PLANT MAINT & OPERATION   GENERAL SUPPLIES	199-51-6399-XXX-134-99-313-000000-	\$200.00
4	1	1	4	Extra Duty for Office Staff -open house and enrollment	SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-134-99-313-000000-	\$500.00
4	2	1	4	Counseling Supplies	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-134-99-313-000000-	\$450.00
<b>Sub-Total</b>							\$5,901.00
<b>Budgeted Fund Source Amount</b>							\$5,901.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
						<b>Grand Total Budgeted</b>	\$154,115.00
						<b>Grand Total Spent</b>	\$154,115.00
						<b>+/- Difference</b>	\$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