

# **Fort Worth Independent School District**

## **167 South Hills Elementary School**

### **2024-2025 Campus Improvement Plan**



**Board Approval Date:** August 18, 2024  
**Public Presentation Date:** September 26, 2024

# Mission Statement

We will ensure all students have equitable access to a high-quality education by implementing instructional practices that enable all students to thrive academically, socially, and emotionally.

WE ARE WILDCATS!

# Vision

To build relationships and inspire life-long learning for

EVERY STUDENT, EVERY DAY!

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 6

School Processes & Programs ..... 8

Perceptions ..... 10

Priority Problem Statements ..... 12

Goals ..... 13

Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 20% to 40% by August 2025. .... 13

Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 24% to 40% by August 2025. .... 23

Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 ..... 28

Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. .... 34

Campus Funding Summary ..... 45

Policies, Procedures, and Requirements ..... 49

# Comprehensive Needs Assessment

Revised/Approved: February 20, 2024

## Demographics

### Demographics Summary

South Hills is comprised of 598 students, in Pre-K - 5th grade, of which 87% are Economically Disadvantaged. Our student population is 89% Hispanic, 1.5% African American, 6% White and 3% Two or more races, .7% Asian. 45% of our students are English Learners, with 37% being serviced in Bilingual classrooms. We have 5% of our students on 504 plans, 10% receiving Dyslexia support and 15% receiving SPED services. 7% of our students are identified Gifted and Talented. Our Campus Mobility Rate is 13%. (data used - PEIMS, FOCUS, MyData Portal)

Our staff composition is Hispanic 39%, White 56%, African American 5%. 85% of our staff is female and 15% are male. 58% of our teachers have 11 or more years of experience. 30% of our staff holds a Masters degree.

We engage with the South Hills Elementary neighborhood community and partner with Doxology Bible Church and South Hills Christian Church. We also have a very active and supportive PTA.

Currently, our most marginalized student sub group is our students that receive Special Education services. Through the MTSS process we have been able to identify more students for services, including Dyslexia, thus increasing our SPED percentage.

### Demographics Strengths

- Community school with multi-generational enrollment
- Low student mobility rate
- Low teacher turnover rate
- Increased ADA and decreased number of chronically absent students
- Bilingual campus
- Bilingual administrator, office staff, nurse and family engagement specialist
- Strong SPED (Bilingual teacher) and Dyslexia (Bilingual teacher) department
- Identified a greater number of SPED, DX, 504 and GT students
- Celebrations of diverse populations - Hispanic Heritage Night, Black History Month, Women's History Month, Asian American Awareness, Highlight neurodiverse student populations

-15 of our teachers have TIA Designations - 6 Master Level, 8 Exemplary Level, 1 Recognized Level

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our student enrollment continues to decline - we are projected to lose 30-40 students next year. **Root Cause:** Students are enrolling in neighborhood charter schools or moving to suburban school districts.

**Problem Statement 2:** There is a gap in the communication between parents and teachers because technology has replaced in-person conversations and phone calls. **Root Cause:** We have a mostly veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

# Student Learning

## Student Learning Summary

In looking at our Winter MAP Growth Math Projected Proficiency Summary Report, 52% of students are projected to be at Approaches or higher on STAAR Math. Every grade had an increase in RIT scores.

For the Winter MAP Growth Reading Projected Proficiency Summary Report, 52% of students are projected to be at Approaches or higher on STAAR Reading. Every grade level had an increase in RIT scores.

For the Winter MAP Growth Reading Spanish Projected Proficiency Summary Report, 72% of students are projected to be at Approaches or higher on STAAR Reading Spanish. Each grade level had an increase in RIT scores.

Grade Level	Percent of Students that Met or Exceeded their Projected Growth Measure on MAP Growth Math	Grade Level	Percent of Students that Met or Exceeded their Projected Growth Measure on MAP Growth Reading
Kinder	52% / 21% for Spanish	Kinder	60% / 33% for Spanish
1st	33% / 40% for Spanish	1st	39% / 50% for Spanish
2nd	30%	2nd	34% / 45% for Spanish
3rd	51%	3rd	45% / 71% for Spanish
4th	51%	4th	50% / 63% for Spanish
5th	55%	5th	58% / 78% for Spanish

In comparing our Fall to Spring Reading Interim Data, 5th grade increased at the Approaches, Meets and Masters levels. 3rd grade increased at the Approaches level.

## Student Learning Strengths

- Technology Integration in Instructional Delivery
- Technology 1:1
- Instructional Coaches and administrators are actively engaging teachers by building capacity in Tier 1 Instructional Alignment
- Our focus has remained on instructional alignment, data-driven instruction
- Incorporation of Habits of Discussion

- Lexia Core 5 and DreamBox Competitions
- Effective testing calendars and strong communication with Data Analyst
- SPED and Dyslexia student growth

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. **Root Cause:** Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).

**Problem Statement 2 (Prioritized):** We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs **Root Cause:** ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.

# School Processes & Programs

## School Processes & Programs Summary

- District Curriculum Frameworks
- Strong MTSS Process
- Weekly SST Meetings
- DreamBox and Lexia Core 5
- Technology Integration
- Classroom Data sheets
- Data-Driven Instruction for MAP, STAAR, Benchmarks, and Interims)
- Weekly PLCs
- Campus Leadership Team
- Instructional Support Team
- Tiered Walkthrough Plan and Proration Guide
- SBDM
- Wildcat Weekly Calendar for Staff
- Monthly Newsletter and calendar for parents
- Choir, Football, Cheer, Soccer, Softball

## School Processes & Programs Strengths

House of ROAR

Master Schedule

Strong communication with staff and families

All students have iPads and all classrooms have BenQ Boards



## Weekly Student Support Team Meetings and MTSS Meetings

Our Instructional Support Team has continued to provide teachers with targeted support, differentiated approaches in the area of Tier 1 instruction, based on grade level needs.

Campus wide classroom data sheets have continued to provide critical information to pertinent campus stakeholders.

Monthly Campus Leadership team meetings provide opportunities for all teachers to have equal agency, regular discussions, and problem solving of school-wide needs.

Regular weekly PLCs have offered grade levels time to collaborate and share instructional practices.

DreamBox and Lexia Core 5 challenge have increased student usage and success

Two campus instructional coaches, Title 1 Math Interventionist, Reading Interventionist

Teacher Incentive Allotment incentivizes teacher & student performance, positively impacts teacher retention

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Interventions are not being conducted and documented with fidelity by all teachers. **Root Cause:** Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

**Problem Statement 2 (Prioritized):** Bilingual students are missing the opportunity to get digital intervention support in Spanish. **Root Cause:** LexiaCore 5 is only in English.

# Perceptions

## Perceptions Summary

South Hills Elementary Mission Statement - We will ensure all students have equitable access to a high-quality education by implementing instructional practices that enable all students to thrive academically, socially, and emotionally. WE ARE WILDCATS!

South Hills Elementary Vision Statement - To build relationships and inspire life-long learning for EVERY STUDENT, EVERY DAY!

We are in our second year of implementation for the Ron Clark Academy House System.

Our high student / family attendance at School / Community events is evidence of community involvement and support.

With minority populations making up the majority of our student body and staff, we celebrate cultural differences, physical differences, and neurological differences.

Our vision statement applies not only to our students but to our faculty and staff as well. The Instructional Support Teams has worked to provide an environment that empowers and celebrates building teacher capacity and agency.

Our administrators have an open door policy where everyone is welcome to voice their ideas, opinions and concerns and know that they will be heard and validated.

We believe that the social and emotional needs of our students and their parents must be met in order for them to succeed at high levels. Our campus has cyclical guidance lessons, a community food pantry, monthly parent meetings, holiday assistance programs and offers a variety of counseling services.

## Perceptions Strengths

- Low staff turnover
- Supportive community sponsors
- Generational school community
- Substitutes often request to be called back because our students are so well-behaved and the school is very well organized
- HOUSE of ROAR - ROAR rallies held each six weeks, House Meetings, House Leaders - every child needs a CREW and a CAUSE!
- Principal has a strong relationship with the community
- We have an active PTA
- Multiple Community Involvement Events
- Campus Sports: cheer, football, soccer, softball
- Parent lunches every six weeks

- Growth parade

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parents are not as involved as they want to be. **Root Cause:** Parents do not know how to best support their students in the areas of academics, attendance, and engagement

**Problem Statement 2 (Prioritized):** There are some staff members / students that have not bought into the House System yet. **Root Cause:** Some staff members do not understand the benefit of belonging to a house and how it correlates into increases in student attendance and achievement.

# Priority Problem Statements

**Problem Statement 1:** Our student enrollment continues to decline - we are projected to lose 30-40 students next year.

**Root Cause 1:** Students are enrolling in neighborhood charter schools or moving to suburban school districts.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application.

**Root Cause 2:** Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Interventions are not being conducted and documented with fidelity by all teachers.

**Root Cause 3:** Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs

**Root Cause 4:** ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Parents are not as involved as they want to be.

**Root Cause 5:** Parents do not know how to best support their students in the areas of academics, attendance, and engagement

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There are some staff members / students that have not bought into the House System yet.

**Root Cause 6:** Some staff members do not understand the benefit of belonging to a house and how it correlates into increases in student attendance and achievement.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Bilingual students are missing the opportunity to get digital intervention support in Spanish.

**Root Cause 7:** LexiaCore 5 is only in English.

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

# Goals

Revised/Approved: September 13, 2024

## Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 20% to 40% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 70% to 75% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 60% to 65% by May 2025.

Increase the percentage of Hispanic Pre-K students who score On Track on Circle Phonological Awareness in English from 70% to 75% by May 2025.

### High Priority

**Evaluation Data Sources:** Circle Phonological Awareness in English and Spanish - BOY, MOY, EOY

**Strategy 1:** Ensure PLCs are regularly scheduled and rooted in the 4 critical PLC questions, to actively develop engaging and rigorous academic activities in interest areas, based upon student needs with district-approved resources (Creative Curriculum) and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Increase the percentage of Pre-K students who score On Track on Circle Phonological Awareness in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

### Title I:

2.4, 2.6

#### - TEA Priorities:





Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Pre-K teachers will participate in at least 2 PLCs per month. <b>Intended Audience:</b> Pre-K teachers, assistants, students, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Early Learning Department, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> Face-to-Face	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK classrooms through professional learning sessions, planning and materials.

**Strategy's Expected Result/Impact:** Increase the percentage of Dual Language Pre-K students who score On Track on Circle Phonological Awareness

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Pre-K teachers will attend the required professional learning for and successfully implement Creative Curriculum. 2. By September 1, 2024, develop a system for observation / feedback cycles utilizing CIRCLE Classroom Environment Checklist and the Classroom Observation Tool. 3. Identify target areas where students could benefit from enrichment and plan ways to incorporate with Creative Curriculum. <b>Intended Audience:</b> Pre-K teachers, assistants, students, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Early Learning Department, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face-to-Face	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Members of the Instructional Leadership Team will become more knowledgeable on Early Childhood best practices and methodologies to provide better coaching and support to teachers and assistants. <b>Intended Audience:</b> Members of Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Early Learning Department <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 20% to 40% 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 64% to 69% 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 56% to 62% by May 2025.

Increase the percentage of SPED students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 22% to 28% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Fluency BOY, MOY, EOY

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process 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:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Kindergarten - Grade 3 teachers will attend the required professional learning for and successfully implement Amplify. 2. By September 1, 2024, Russell and Flores will develop a system for observation / feedback cycles by administration and campus created classroom environment checklist. <b>Intended Audience:</b> Kindergarten - Grade 3 teachers, students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Leading & Learning <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 2:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain standard growth on the basis of the student's IEP.

**Strategy's Expected Result/Impact:** Increase the percentage of SPED students who Meet or Exceed grade level expectations (specified in IEP) on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Instructional Leadership Team, SPED team, teachers

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Use BOY and MOY data to create intervention plans with progress monitoring measures that are documented through Branching Minds and monitored by administrators to ensure fidelity. <b>Intended Audience:</b> Kinder - 3rd grade teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> MTSS <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process. <b>Intended Audience:</b> Teachers, SPED team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> SPED, MTSS <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).
School Processes & Programs
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 20% to 40% 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 52% to 55% 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 51% to 55% by May 2025.

**High Priority**

**Evaluation Data Sources:** Increase the percentage of SPED students who meet or exceed projected growth on MAP Growth Reading in English from 38.3% to 48% by May 2024

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons (using the 4 critical PLC questions) based upon student needs with HQIM, district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps, student performance goals and intervention plans in September and January. 2. Russell and Flores will hold individual data conferences with each teacher in September, January and May to discuss student growth goals and progress made.  <b>Intended Audience:</b> Kindergarten - Grade 5 teachers and students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Learning & Leading <b>Delivery Method:</b> Face-to-Face	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 literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process. <b>Intended Audience:</b> Kindergarten - Grade 5 teachers and students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, SPED team <b>Date(s) / Timeframe:</b> May 2024 - August 2025 <b>Collaborating Departments:</b> Learning & Leading <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase additional instructional materials and supplies for Bilingual teachers / students <b>Intended Audience:</b> Bilingual students and teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - March 2025 <b>Collaborating Departments:</b> Multilingual Department <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Instructional Resources / Spanish Supplemental Resources - BEA (199 PIC 25) - 199-11-6399-001-167-25-313-000000 - \$2,025, Supplies / Materials for Instructional Use - BASIC (199 PIC 11) - 199-11-6399-XXX-167-11-313-000000- - \$1,290, Supplies / Materials for Instructional Use - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-167-99-313-000000- - \$3,780	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Purchase current and culturally relevant books in English and Spanish for all students. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Librarian / Administrators <b>Date(s) / Timeframe:</b> August 2024 - November 2024 <b>Collaborating Departments:</b> Library Media <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Library Books / Reading Materials - BASIC (199 PIC 11) - 199-11-6329-XXX-167-11-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion). <b>Problem Statement 2:</b> We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs <b>Root Cause:</b> ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.
School Processes & Programs
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Bilingual students are missing the opportunity to get digital intervention support in Spanish. <b>Root Cause:</b> LexiaCore 5 is only in English.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 24% to 40% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 70% to 75% by May 2025.  
Increase the percentage of Dual Language Pre-K students who score On Track on Circle Math from 65% to 70% by May 2025.

High Priority

Evaluation Data Sources: Circle Math - BOY, MOY, EOY

Strategy 1: Ensure PLCs are regularly scheduled and rooted in the 4 critical PLC questions, to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with Pre-K teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage of Pre-K students who score On Track on Circle Math in English and Spanish.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Pre-K teachers will attend at least 2 PLCs per month to internalize Creative Curriculum, study student work, analyze data and plan for interventions <b>Intended Audience:</b> Pre-K teachers, assistants and students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face-to-Face		<b>Formative</b>		<b>Summative</b>	
		<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**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 the percentage of Pre-K students who score On Track on Circle Math in English and Spanish

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

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

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. PK teachers attend the required professional learning for and successfully implement Creative Curriculum. 2. By September 1, 2024, develop a system for observation / feedback cycles utilizing CIRCLE Classroom Environment Checklist and the Classroom Observation Tool. 3. Identify target areas where students could benefit from enrichment and plan ways to incorporate with Creative Curriculum.  <b>Intended Audience:</b> Pre-K teachers, assistants and students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face-to-Face		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).
<b>Problem Statement 2:</b> We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs <b>Root Cause:</b> ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.



<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 24% to 40% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 58% to 60% by May 2025.

Increase the percentage of SPED Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 42% to 46% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Math in English and Spanish - BOY, MOY, EOY

**Strategy 1:** Improve Tier 1 Math instruction using the HQIM Eureka Math, to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps, student performance goals and intervention plans in September and January. 2. Russell and Apodaca will hold individual data conferences with each teacher in September, January and May to discuss student growth goals and progress made. 3. Utilize Title I Math Teacher to provide intensive interventions to identified struggling students. <b>Intended Audience:</b> Kindergarten - Grade 5 teachers and students <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Leading & Learning <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Title 1 Math Teacher - TITLE I (211) - 211-11-6119-04E-167-30-510-000000-25F10 - \$70,000, Instructional Supplies / Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-167-11-313-000000- - \$5,150	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion).
School Processes & Programs
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process. <b>Problem Statement 2:</b> Bilingual students are missing the opportunity to get digital intervention support in Spanish. <b>Root Cause:</b> LexiaCore 5 is only in English.

### **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 35% to 45% by May 2025.  
Increase the percentage of 3-5 grade SPED students scoring at Approaches or above on STAAR Reading from 19% to 30% by May 2025.

#### **High Priority**

**Evaluation Data Sources:** STAAR Reading 2023 and 2024

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading

**Staff Responsible for Monitoring:** Instructional Leadership Team

#### **Title I:**

2.4, 2.6

#### **- TEA Priorities:**





Build a foundation of reading and math

#### **- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps based on highest leverage, lowest performance TEKS to inform ROAR plans (including Lexia Core 5, reading interventionist) 2. Russell and Flores will establish a system to review ROAR plans, implementation and progress monitoring data 3. Provide after school tutoring starting in October to identified students 4. Purchase materials for students / teachers as needed. 5. Administrators will attend Professional Development centered around improving Tier 1 instruction and DDI  <b>Intended Audience:</b> Teachers in Pre-K - 5th grade <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Leading & Learning <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-11-6117-001-167-24-313-000000- - \$3,000, Supplies and Materials - TITLE I (211) - 211-11-6399-04E-167-30-510-000000-25F10 - \$9,000, Technology - Administrator - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-167-99-313-000000- - \$1,000, Professional Development / Travel for Administrators - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-167-99-313-000000- - \$2,000, Extra Duty Support - UNDISTRIBUTED (199 PIC 99) - 199-23-6116-XXX-167-99-313-000000- - \$1,920	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process. <b>Intended Audience:</b> Teachers in Pre-K - 5th grade, SPED team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Learning & Leading, Special Education <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> SPED Materials - SPED (199 PIC 23) - \$5,752	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion). <b>Problem Statement 2:</b> We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs <b>Root Cause:</b> ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.
School Processes & Programs
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process. <b>Problem Statement 2:</b> Bilingual students are missing the opportunity to get digital intervention support in Spanish. <b>Root Cause:</b> LexiaCore 5 is only in English.

**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 40% by May 2025.

Increase the percentage of 5th grade RP students (4th graders from 2023 - 2024, 3rd graders from 2022 - 2023) scoring at MEETS or above on STAAR Math from 24% to 45% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR Math 2023 and 2024

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps based on highest leverage, lowest performance TEKS to inform ROAR plans (including Dreambox, Title 1 Math teacher, Eureka Affirm) 2. Russell and Apodaca will establish a system to review ROAR plans, implementation and progress monitoring data. 3. Provide after school tutoring starting in October to identified students. 4. Purchase supplies and materials for teachers / students as needed. <b>Intended Audience:</b> Teachers in Pre-K - 5th grade <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Learning & Leading <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-11-6117-001-167-24-313-000000- - \$1,185, Supplies and Materials - TITLE I (211) - 211-11-6399-04E-167-30-510-000000-25F10 - \$10,051.20, Secure substitutes for days when teachers are pulled out to analyze data and create instructional plans - BASIC (199 PIC 11) - 199-11-6112-XXX-167-11-313-000000- - \$2,000		Formative		Summative	
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETs or above on STAAR Math

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

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



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Ensure PLC focus on lesson internalization and planning for Eureka lessons. 2. Facilitate collaboration between intervention teacher, tier 1 math teacher, and Title 1 math teacher to identify and target individual student gaps 3. Provide enrichment opportunities for advanced students. <b>Intended Audience:</b> Math teachers in grades K-5 <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Learning & Leading <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Gifted & Talented Materials - GT (199 PIC 21) - \$706	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are carrying and controlling the cognitive lift and not allowing students to engage in productive struggles, conversations with real life application. <b>Root Cause:</b> Students are not given explicit opportunities to engage in meaningful listening, speaking, reading, writing and thinking activities (Habits of Discussion). <b>Problem Statement 2:</b> We are in the beginning phases of fully implementing the Bambrick DDI model for each of our grade level PLCs <b>Root Cause:</b> ILT did not receive the full training until the end of the first semester and have been intentional in building capacity in each of the components.
School Processes & Programs
<b>Problem Statement 1:</b> Interventions are not being conducted and documented with fidelity by all teachers. <b>Root Cause:</b> Instructional gaps are created through weak Tier 1 Instruction and some teachers have misunderstandings with Branching Minds and MTSS process.

**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 from 14% to 10% by May 2025.

**High Priority**

**Evaluation Data Sources:** Attendance data from FOCUS

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates and increase parent/school engagement

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences.

**Staff Responsible for Monitoring:** Instructional Leadership Team, Attendance Committee

**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 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. FES will monitor student attendance and collaborate with counselor, data clerk and teachers to track student attendance and provide support services. 2. Develop and implement a system to track and progress monitor any students who are trending toward chronically absent as well as students with a history of chronic absenteeism. 2. Family Engagement Specialist and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships. 3. Incentivize improvement in student attendance and academic gains in Lexia and DreamBox. <b>Intended Audience:</b> Students who are at-risk of having chronic absenteeism <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Attendance Committee <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Learning & Leading <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Incentives for Improving Attendance & Academics - SCE (199 PIC 24) - 199-11-6399-001-167-24-313-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our student enrollment continues to decline - we are projected to lose 30-40 students next year. <b>Root Cause:</b> Students are enrolling in neighborhood charter schools or moving to suburban school districts.
Perceptions
<b>Problem Statement 1:</b> Parents are not as involved as they want to be. <b>Root Cause:</b> Parents do not know how to best support their students in the areas of academics, attendance, and engagement

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

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

**Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 14 to 7 by May 2025.

Decrease the number of discipline referrals by school personnel for Hispanic students from 40% to 20% by May 2025.

Decrease the number of out-of-school suspensions for Hispanic students from 10 to 7 by May 2025.

**High Priority**

**Evaluation Data Sources:** FOCUS, Dashboard, ADQ Archive

**Strategy 1:** Cultivate safe, supportive and equitable learning environments grounded in culturally responsive best practices.

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals by school personnel

**Staff Responsible for Monitoring:** Administrators

**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:** Perceptions 1, 2

**Strategy 2:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions for Hispanic students

**Staff Responsible for Monitoring:** Administrators

**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:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. FES will monitor student attendance and collaborate with counselor, data clerk and teachers to track student attendance and provide support services. 2. Develop and implement a system to track and progress monitor any students who are trending toward chronically absent as well as students with a history of chronic absenteeism. 2. Family Engagement Specialist and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships. 3. Incentivize improvement in student attendance and academic gains in Lexia and DreamBox. <b>Intended Audience:</b> Students, parents, teachers <b>Provider / Presenter / Person Responsible:</b> Administration / ILT / Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Parents are not as involved as they want to be. <b>Root Cause:</b> Parents do not know how to best support their students in the areas of academics, attendance, and engagement
<b>Problem Statement 2:</b> There are some staff members / students that have not bought into the House System yet. <b>Root Cause:</b> Some staff members do not understand the benefit of belonging to a house and how it correlates into increases in student attendance and 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 3:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 20 by May 2025, to improve upon the positive culture and climate we have established among students, staff and our school community.

**High Priority**

**Evaluation Data Sources:** Record of campus / community events

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Hero-to-Hero, Helping Hands, Tarrant County Food Bank) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Increase the number of student and parent engagement activities during and outside of regular school hours

**Staff Responsible for Monitoring:** Instructional Leadership Team, Family Engagement Specialist

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. FES will host monthly family classes/events to provide educational information and opportunities to strengthen the home/school partnership and empower families. 2. U R Teachers 2 - provide strategic opportunities for teachers to share instructional strategies that can be implemented at home (2 sessions per grade, per year) <b>Intended Audience:</b> All stakeholders - students, parents, teachers, staff, community <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Community Partnerships <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Family STEAM Night - TITLE I (211) - 211-61-6299-04L-167-30-510-000000-25F10 - \$800, Food for Parent / Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-167-30-510-000000-25F10 - \$2,000, Supplies for Parent / Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-167-30-510-000000-25F10 - \$870, Extra Duty Support from Campus Monitor - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-167-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Strategy 2:** Continue implementation of the House System to provide a cause and a crew for each student and provide all students with social / emotional support throughout the year.

**Strategy's Expected Result/Impact:** Students will feel a sense of belonging and ownership in the school community.

**Staff Responsible for Monitoring:** ILT, House Committee, House Leaders

**Title I:**

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Counselor will provide needed materials to support students' social / emotional needs throughout the year. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Counselor / administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Guidance & Counseling <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Counseling Materials - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-167-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Send a group of teachers / staff to the Ron Clark Academy in Atlanta, GA, November 7 and 8, so that they can learn more about implementing engaging instructional interactions and to improve our culture and climate. The teachers will redeliver the content they receive to the rest of the staff. Staff attending - Arasele Apodaca, Haley Romero, Lauren Wagner, D'arcy Horton, Anahi Robledo, Natalie Kotz and Lisette Leahy. <b>Intended Audience:</b> All students and staff <b>Provider / Presenter / Person Responsible:</b> Designated teachers and administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Travel / Attendance at the Ron Clark Academy for Teachers - TITLE I (211) - 211-13-6411-04E-167-30-510-000000-25F10 - \$20,000, Substitutes to cover teacher who attend PD - TITLE I (211) - 211-11-6112-0PD-167-30-510-000000-25F10 - \$4,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide awards to students to celebrate their accomplishments throughout the year <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers and Administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Student Awards - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-167-99-313-000000- - \$1,300	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Provide two Cafeteria Monitors during student lunches that support our positive reinforcement model while instilling student responsibility. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Cafeteria Monitors / Administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Cafeteria Monitors (2) - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-167-99-313-000000- - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Principal Russell will attend the Ron Clark Academy for Administrators so that she can learn more about dynamic and engaging leadership strategies and to improve our culture and climate. Principal Russell will redeliver applicable information learned to the Instructional Leadership Team and the staff. <b>Intended Audience:</b> Administrators <b>Provider / Presenter / Person Responsible:</b> Ron Clark Academy - Atlanta, Georgia <b>Date(s) / Timeframe:</b> February 20-21, 2025 <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Administrator Travel and Registration - TITLE I (211) - 211-23-6411-04E-167-30-510-000000-25F10 - \$3,700	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<b>Action Step 6:</b> Assistant Principal Apodaca will attend the Ron Clark Academy Engage Training so that she can learn more about making instruction engaging for all students and to improve our culture and climate. Assistant Principal Apodaca will redeliver applicable information learned to the Instructional Leadership Team and the staff. <b>Intended Audience:</b> Teachers & Administrators <b>Provider / Presenter / Person Responsible:</b> Ron Clark Academy in Atlanta, Georgia  <b>Funding Sources:</b> Travel for Administrator - TITLE I (211) - 211-23-6411-04E-167-30-510-000000-25F10 - \$2,300	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

### Perceptions

**Problem Statement 1:** Parents are not as involved as they want to be. **Root Cause:** Parents do not know how to best support their students in the areas of academics, attendance, and engagement

**Problem Statement 2:** There are some staff members / students that have not bought into the House System yet. **Root Cause:** Some staff members do not understand the benefit of belonging to a house and how it correlates into increases in student attendance and 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 4:** Maintain and continue to improve upon the positive culture and climate that we have established among students, staff and our school community.

**High Priority**

**Evaluation Data Sources:** Student, staff, parent and community feedback

**Strategy 1:** Continue implementation of the House System to provide a cause and a crew for each student and provide all students with social / emotional support throughout the year.

**Strategy's Expected Result/Impact:** Students will feel a sense of belonging and ownership in the school community.

**Staff Responsible for Monitoring:** ILT, House Committee, House Leaders

**Title I:**  
2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Send a group of teachers / staff to the Ron Clark Academy so that they can learn more about implementing engaging instructional interactions and to improve our culture and climate. The teachers will redeliver the content to the rest of the staff upon their return.  <b>Intended Audience:</b> All students and staff <b>Provider / Presenter / Person Responsible:</b> Designated teachers and administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide two Cafeteria Monitors during student lunches that support our positive reinforcement model while instilling student responsibility. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Cafeteria Monitors / Administrators <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> There are some staff members / students that have not bought into the House System yet. <b>Root Cause:</b> Some staff members do not understand the benefit of belonging to a house and how it correlates into increases in student attendance and achievement.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Title 1 Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-167-30-510-000000-25F10	\$70,000.00
3	1	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-25F10	\$9,000.00
3	2	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-25F10	\$10,051.20
4	3	1	1	Family STEAM Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-167-30-510-000000-25F10	\$800.00
4	3	2	2	Travel / Attendance at the Ron Clark Academy for Teachers	Travel for Teachers (PD)	211-13-6411-04E-167-30-510-000000-25F10	\$20,000.00
4	3	2	2	Substitutes to cover teacher who attend PD	Subs for professional development	211-11-6112-0PD-167-30-510-000000-25F10	\$4,000.00
4	3	2	5	Administrator Travel and Registration	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-167-30-510-000000-25F10	\$3,700.00
4	3	2	6	Travel for Administrator	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-167-30-510-000000-25F10	\$2,300.00
<b>Sub-Total</b>							\$119,851.20
<b>Budgeted Fund Source Amount</b>							\$119,851.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Food for Parent / Family Engagement Events	Snacks for parents to promote participation	211-61-6499-04L-167-30-510-000000-25F10	\$2,000.00
4	3	1	1	Supplies for Parent / Family Engagement Events	Supplies and materials for parental involvement	211-61-6399-04L-167-30-510-000000-25F10	\$870.00
<b>Sub-Total</b>							\$2,870.00
<b>Budgeted Fund Source Amount</b>							\$2,870.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Supplies / Materials for Instructional Use	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-167-11-313-000000-	\$1,290.00
1	3	2	3	Library Books / Reading Materials	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-167-11-313-000000-	\$5,000.00
2	2	1	1	Instructional Supplies / Materials	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-167-11-313-000000-	\$5,150.00
3	2	1	1	Secure substitutes for days when teachers are pulled out to analyze data and create instructional plans	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-167-11-313-000000-	\$2,000.00
Sub-Total							\$13,440.00
Budgeted Fund Source Amount							\$13,440.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Gifted & Talented Materials	GENERAL SUPPLIES		\$706.00
Sub-Total							\$706.00
Budgeted Fund Source Amount							\$706.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	SPED Materials	GENERAL SUPPLIES		\$5,752.00
Sub-Total							\$5,752.00
Budgeted Fund Source Amount							\$5,752.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Tutoring	Tutors with degree or certified	199-11-6117-001-167-24-313-000000-	\$3,000.00
3	2	1	1	Tutoring	Tutors with degree or certified	199-11-6117-001-167-24-313-000000-	\$1,185.00
4	1	1	1	Incentives for Improving Attendance & Academics	Supplies and materials for instructional use	199-11-6399-001-167-24-313-000000-	\$3,000.00
<b>Sub-Total</b>							\$7,185.00
<b>Budgeted Fund Source Amount</b>							\$7,185.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Instructional Resources / Spanish Supplemental Resources	Supplies and materials - instruction	199-11-6399-001-167-25-313-000000	\$2,025.00
<b>Sub-Total</b>							\$2,025.00
<b>Budgeted Fund Source Amount</b>							\$2,025.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Supplies / Materials for Instructional Use	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-167-99-313-000000-	\$3,780.00
3	1	1	1	Professional Development / Travel for Administrators	SCHOOL LEADERSHIP   TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-167-99-313-000000-	\$2,000.00
3	1	1	1	Extra Duty Support	SCHOOL LEADERSHIP   EXTRA DUTY - PROFESSIONAL	199-23-6116-XXX-167-99-313-000000-	\$1,920.00
3	1	1	1	Technology - Administrator	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-167-99-313-000000-	\$1,000.00
4	3	1	1	Extra Duty Support from Campus Monitor	SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT	199-52-6121-XXX-167-99-313-000000-	\$500.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	1	Counseling Materials	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-167-99-313-000000-	\$500.00
4	3	2	3	Student Awards	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-167-99-313-000000-	\$1,300.00
4	3	2	4	Cafeteria Monitors (2)	FOOD SERVICE   NON-CONTRACT - SUPPORT	199-35-6127-XXX-167-99-313-000000-	\$10,000.00
Sub-Total							\$21,000.00
Budgeted Fund Source Amount							\$21,000.00
+/- Difference							\$0.00
Grand Total Budgeted							\$172,829.20
Grand Total Spent							\$172,829.20
+/- Difference							\$0.00



# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024