

Fort Worth Independent School District
226 Seminary Hills Park Elementary
2024-2025 Campus Improvement Plan



Mission Statement

We will prepare our students for college, career, and community leadership by providing rigorous, engaging instruction, and leadership opportunities.

Vision

Our vision statement at SHP is to ensure that all students learn at grade level or higher.

Value Statement

Respect

Perseverance

Responsibility

Honesty

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Comprehensive Needs Assessment

Revised/Approved: February 12, 2024

Demographics

Demographics Summary

Seminary Hills Park (SHP) Elementary School is comprised of 395 students with grades spanning from pre-kindergarten to 5th grade. According to the current data represented in focus, majority of our students live in the south side of Fort Worth near Crowley James Road. Students at SHP are represented by multiple ethnicities including: 9% asian, 20% African American, 67% Hispanic, 69% white. About 48% of students are female and 52% of students are male. There are also students from many different cultural backgrounds and SHP students speak 15 different languages including; English, Spanish, Korean, Japanese, Arabic, Burmese, Farsi, Malayalam, Pasto, Swahili, Somali, Dari, Kinyarwanda, Hema, Kirundi, and Hema. The mobility rate of SHP students is normal. Students who move are relocating to another home in a nearby neighborhood. Focus data also tells us that we offer many special programs including RISE, ECSE, Dyslexia, Gifted/ Talented, special education (inclusion and resource), and a specialized english teacher.

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- Stakeholders
 - Current partners include: Tarrant county baptist, university baptist church, university christian church, EECU
- Student behavior trends (referrals, suspensions)
 - Referrals
 - Total for the year= 11, students with referrals is 9
 - 45% Hispanic, 36% African American, 9% Asian, 9% mixed
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- Attendance
 - Daily Attendance callouts are done by our Family Engagement Specialist
 - Tardies are logged daily on Tardy Log to keep track of tardies
 - Run Attendance Report Weekly to track excessive absences
 - Parents are contacted if student has excessive or consecutive absences
 - 3 or more unexcused absences: WARNING letter is sent home

- Family Engagement Specialist notifies parents an excused note is needed when child is absent from school when conducting daily attendance callouts
- 5 or more unexcused absences: SART letter is sent home
-

Demographics Strengths

The different cultures at our school have been celebrated throughout the school year. At the beginning of the year, we had a Hispanic Heritage night during Hispanic heritage month. This night brought cultural influences to all of our families and helped to build community. In December, we hosted International Cultural Awareness, in which all cultures researched and celebrated the 18 countries represented at our campus. In February we celebrated Black History Month and were able to say an important fact on the announcements as well as complete a family project to further engage the community. The multiple cultures at our campus are supported through the different programs that we also offer including bilingual classes and the SET teacher. All of our teachers are ESL certified and our campus has focused on ESL teaching strategies throughout the year to better serve our 56% EB students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EB new to the country are not performing at grade level **Root Cause:** New students from other countries are performing at beginning levels of english proficiency

Problem Statement 2: Increased amount of off task behaviors resulting in calls to counseling team **Root Cause:** Lack of fidelity to the social skills curriculum

Student Learning

Student Learning Summary

According to the MAP middle of the year data for 2024 students in grades Kindergarten through 5th grade have grown in their projection to meet their growth compared to the year before. IN the 2022-2023 school year K-5 students had 50% of students that were projected to meet their growth in reading, in the current school year (2023-2024) 52% of students are projected to meet their growth. In math in 2022-2023 40% of students were projected to meet their growth, compared to 48% this school year. SHP has seen gains in MAP reading and MAP growth in regards to students meeting their projected growth. The chart below gives a more in depth detail of the data source. According to the chart below, which was pulled from ADQ archive, African American students have made major improvement in both math and reading in meeting their projected growth and their projection to earn meets on the STAAR. However, Emergent Bilingual students have regressed in meeting their growth in both math and reading, as well as Special education students have regressed in reading according to MAP growth middle of the year scores.

226 - Seminary Hills Park ES										Network: 4						Pyramid: South Hills					
Student Population		ELAR (K-8 Reading and English I)								Math (K-8 and Algebra I)						Attendance					
Student Groups	Current Enrollment	2022-23 STAAR	2023-24 MAP MOY	Difference		2022-23 MOY MAP	2023-24 MOY MAP	Difference		2022-23	2023-24	Difference		2022-23	2023-24	Difference		2023-24 Attendance Rate	2023-24 N and % Chronic Absenteeism		
		% Meets Reading	Projection % Meets Reading	STAAR to MAP Proj.	%Meets Projected Growth Reading	%Meets Projected Growth Reading	MAP % Meets Projected Growth 22 to 23	% Meets Math	MAP MOY Projection % Meets Math	MAP MOY Projection % Meets Math	%Meets Projected Growth Math	%Meets Projected Growth Math	MAP % Meets Projected Growth 22 to 23	%	N	%					
All Students	396	18	20	▲	2	50	52	▲	2	17	14	▼	-3	40	48	▲	8	93	76	19	
African American	68	7	19	▲	12	35	54	▲	19	0	8	▲	8	38	44	▲	6	92	20	29	
Opportunity Group (Bottom 25%)	101	0	1	■	1	33	62	▲	29	0	4	▲	4	34	54	▲	20	94	18	18	
Emergent Bilingual	219	23	21	▼	-2	53	60	▲	7	20	17	▼	-3	42	51	▲	9	95	25	11	
Special Education	84	6	4	▼	-2	57	45	▼	-12	0	2	▲	2	36	40	▲	4	93	17	20	

Student Population	Interim Assessments Percent Projected to Meet GL Standard							
	ELAR (Gr. 3-8, English I & English II)		Math Gr. 3-8		Science Gr 5,8; Biology		Social Studies Gr 8 & U.S. History	
Student Group	FALL	WINTER	FALL	WINTER	FALL	WINTER	FALL	WINTER
All Students	32	31	21		15			
African American	31	38	8		0			
Opportunity Group (Bottom 25%)	6	7	5		8			
Emergent Bilingual	31	31	23		22			
Special Education	21	16	20		13			

Student Learning Strengths

According to MAP data the percent of students projected to meets in reading is up by 2% at the middle of the year benchmark. The MAP data in reading and math is showing an overall increase in meeting growth from the 2022-2023 school year to the 2023-2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. **Root Cause:** Changes in personnel and lack of training to support the learning for this student group.

Problem Statement 2: 17% (2023-2024) of our 3rd through 5th grade emergent bilingual students are projected to earn meets on the math staar as evidenced by NWEA data as compared to 20% in 2022-2023 school year. **Root Cause:** We are in the early stages of implentation of DDI and many of our emergent bilingual students are still at the beginning level of english proficiency.

School Processes & Programs

School Processes & Programs Summary

1) Curriculum, instruction and assessment

Planning of instruction is focused on the alignment of lesson objectives to the standards to ensure high quality tier 1 instruction. Kindergarten through 5th grade students take the MAP assessment at the beginning, middle and end of the year in reading and in math. 3rd through 5th grade students take the STAAR in reading and math. 5th grade students take the STAAR in science. All grade levels take unit assessments in reading and math at the end of the unit.

2) School Context and Organization

The master schedule is created each year with the input of teachers. During the prior year, teachers will turn in class cards identifying classes for the following year. Teachers work with their teams to ensure each class for the following year has equal number of boys and girls, high/low students, diversity in ethnicity, and behaviors. The instructional leadership team will work together to put together a master schedule that includes the correct timing based on scheduling drivers, and prioritizing literacy and math blocks to prevent breaks in the schedule..

3) Technology

The school is one-to-one ipads to students. According to TIPWeb every student in grades pre-k through 5 have an assigned Ipad. The school librarian is the technology liaison and helps to ensure each student has a working ipad.

4) Staff Quality, Recruitment, and Retention

The process for hiring teachers is staff is a collaborative effort. According to the teacher retention rate of 95%, we do not have much turnover. However, when there is a vacancy in the grade level teams are part of the hiring and interviewing process. We also partner with TCU residency program to mentor teachers that are finishing their teaching program.

School Processes & Programs Strengths

Professional Learning Communities focus on data-driven instruction to ensure that lessons are aligned to the TEKS and MAP data. This year we have added vertical PLC's for our 3rd-5th grade math and reading teams as well as focused on the alignment of the TEKS to student learning. There is a wide range of opportunities for students including tutoring in school and after school, the after-school program, good news club, and sports team. This helps students in not only academics but in social-emotional areas as well.

Selecting and retaining high-quality teachers is done through panel interviews and creating a positive school culture. School leadership as well as grade-level teams sit to interview candidates for openings. The interview team then discusses the strengths and fit of the candidate after the interview. School culture helps to retain high-quality teachers. All staff is celebrated while maintaining high levels of work and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student discipline referrals have decreased from 37 students with 74 referrals in 2022-2023 to 9 students with 11 referrals. However, classroom

counseling calls or administrative calls has increased this school year. **Root Cause:** Lack of fidelity to the social skills curriculum in the second semester.

Problem Statement 2: Students in PK-1st grade have lower attendance rates than all other grade levels falling into the 80% ranges. **Root Cause:** Parental lack of understanding about the importance of attending school and parental outreach by the campus.

Perceptions

Perceptions Summary

According to the Jamboard survey that was given out to school staff, and the SBDM committee the school has a positive climate and culture. The turnover rate according to the 2022-2023 TAPR report has decreased in the past two years. Teachers are choosing to stay at SHP rather than finding another position. When asked how teachers perceive their school teachers stated that they "are supported by administration team and by the instructional coaches. We have weekly PLC's where we receive opportunity to collaborate." They also stated that "the culture and climate of the school is positive overall. New teachers are supported through coach mentoring. There are ample opportunities for collaboration". In regards to staff teachers stated "The staff is very supportive and I feel that this has contributed to having a high retention rate. I feel as we are constantly finding ways to involve parents in school.". Overall, the survey resulted in themes of high collaboration, high teacher retention rates, and an ample amount of support for teachers that are helping to contribute to the positive campus culture.

The school also has many community and parent events such as; hispanic heritage night, fall carnival, academic nights, all pro dads, growth night, open houses and community events. When describing the school parents and community members state that:

- SHP has a lot of business supporters. Churches, businesses that contribute volunteer hours and financial support.
- We have a lot of community involvement through various organizations. Parental involvement is increased when we host events like wellness night, fall carnivals, data meeting
- Families and stakeholders are engaged through parades, after-school events, field trips, and social media. Parents are encouraged to participate through Class Dojo.
- Recent engagement opportunities have included "celebrity readers" coming to SHP to read to classrooms
- Good communication for parents and other staff in campus. SBDM is selected by nominations and parents as well as community members welcomed to participate.
- SBDM is held regularly and attended by school staff, community, business and parents. Impressive agenda and sharing of school performance and challenges.
- Stakeholders have several opportunities to engage throughout the year such as family nights, parades, celebrity readers and SBDM.
- Our website and social media is continuously updated so people stay in the know with what's going on at our school. Stakeholders are invited to many of our events including r
- Communication and translation is enhanced by social media and a focus on its use.

The area in which SHP is lacking is the ability to involve all stakeholders with the many different languages that are spoken in our community. Due to the culture, and language barriers many of our middle eastern families, or families that speak languages other than English/ Spanish do not participate in our after school community events. This is referenced by our sign in sheets that the family engagement specialist/ teachers have during our community events.

Perceptions Strengths

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2022-2023 TAPR report has decreased in the past two years. Teachers are choosing to stay at SHP rather than finding another position. When asked how teachers perceive their school teachers stated that they "are supported by administration team and by the instructional coaches. We have weekly PLC's where we receive opportunity to collaborate." They also stated that "the culture and climate of the school is positive overall. New teachers are supported through coach mentoring. There are ample opportunities for collaboration". In regards to staff teachers stated "The staff is very supportive and I feel that this has contributed to having a high retention rate. I feel as we are constantly finding ways to involve parents in school.". Overall, the survey resulted in themes of high collaboration, high teacher retention rates, and an ample amount of support for teachers that are helping to contribute to the positive campus culture.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the 2023-2024 school year trainings surrounding restorative practices decreased on campus and zero teams were trained/evaluated on the restorative practices rubric as compared to the 2021-2022 school year. The campus implemented a social skills curriculum **Root Cause:** Focus for the school year was on implementing the DDI process and there was a change in the restorative practices department

Problem Statement 2 (Prioritized): Language barriers and cultural difference make it difficult to get our families involved that are from countries that speak languages other than English or Spanish. **Root Cause:** When the representative from Catholic Charities retired, we have not had a replacement, therefore a lost connection/relationship with this organization.

Priority Problem Statements

Problem Statement 1: Language barriers and cultural difference make it difficult to get our families involved that are from countries that speak languages other than English or Spanish.

Root Cause 1: When the representative from Catholic Charities retired, we have not had a replacement, therefore a lost connection/relationship with this organization.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Student discipline referrals have decreased from 37 students with 74 referrals in 2022-2023 to 9 students with 11 referrals. However, classroom counseling calls or administrative calls has increased this school year.

Root Cause 2: Lack of fidelity to the social skills curriculum in the second semester.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline.

Root Cause 3: Changes in personnel and lack of training to support the learning for this student group.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EB new to the country are not performing at grade level

Root Cause 4: New students from other countries are performing at beginning levels of english proficiency

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PSS data

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: April 15, 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 53% to 60% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 81% to 90% by May 2025.
Increase the percentage of Hispanic regular program PK students who score on track on circle phonological awareness in English from 41% to 50% by May 2025.

Evaluation Data Sources: Circle phonological awareness in English and Spanish

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (creative curriculum) and data with PreK-5 grade teachers using the gradual release model and DDI framework.

Strategy's Expected Result/Impact: Students will increase their phonological awareness in pre-k in both English and Spanish

Staff Responsible for Monitoring: pre-k teachers, ILT

Title I:
2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: PK teachers attend and progress through the required professional learning for Creative Curriculum monitoring through classroom observation and feedback. Intended Audience: PK Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Early Learning Department		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: PLC focused on using the ITE cards to guide their instruction and obtain data for report cards. Intended Audience: PK teachers Provider / Presenter / Person Responsible: Early Learning, PK; Admin Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Earl Learning Department	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Substitutes for CLI Testing at the BOY, MOY, and EOY Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: PK Teachers Date(s) / Timeframe: August, January, April Funding Sources: Subs - TITLE I (211) - 211-11-6112-0PD-226-30-510-000000-25F10 - \$1,200	Formative		Summative	
	Nov	Jan	Mar	June
<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></div>				

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: EB new to the country are not performing at grade level	Root Cause: New students from other countries are performing at beginning levels of english proficiency

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 41% 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 34% to 50% by May 2025.
Increase the percentage of Hispanic Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 36% to 46% by May 2025.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in the DDI process

Strategy's Expected Result/Impact: 60% of English speaking Students in k-5 and 75% of spanish speaking students will meet or exceed their projected growth

Title I:
2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Daily use of Core 5 and supplemental materials to help reinforce literacy skills. Intended Audience: K - 5 Teachers Provider / Presenter / Person Responsible: Teachers, Admin Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Supplies and instructional materials - TITLE I (211) - 211-11-6399-04E-226-30-510-000000-25F10 - \$15,801.20		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: We will progress monitor based on Map Fluency results every three weeks in either Foundational Skills and/or Oral Reading. Intended Audience: K - 3 Teachers Provider / Presenter / Person Responsible: Teachers, Admin Date(s) / Timeframe: September 2024 - May 2025 Funding Sources: Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-226-11-313-000000- - \$1,990	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will provide targeted literacy intervention with students during BEE time. Intended Audience: K - 3 Students Provider / Presenter / Person Responsible: K -3 Teachers Date(s) / Timeframe: September 2024 - May 2025 Funding Sources: Intervention Materials - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$1,120, Supplemental Materials - SPED (199 PIC 23) - \$500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Emergent bilingual students will use the SummitK12 platform to assist in English language proficiency. Intended Audience: K-5 Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: September 2024 - May 2024 Collaborating Departments: Emergent Bilingual	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 2 Problem Statements:

Student Learning
Problem Statement 1: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. Root Cause: Changes in personnel and lack of training to support the learning for this student group.

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 48% 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 63% to 75% by May 2025.

Increase the percentage of Hispanic Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 46% to 58% by May 2025.

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the data driven instruction 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 MAP fluency indicators for grades kindergarten through 3rd.





Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Collaboration of reading teachers in vertical planning for K-2 and 3-5 to monitor and track data per six weeks in order to address instructional practices. Intended Audience: K-5 Reading Teachers Date(s) / Timeframe: August 2024 - May 2025		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLC focus on DDI cycles to drive instruction and planning process. Intended Audience: PK - 5 Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-226-25-313-000000 - \$1,590	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will create standards driven lesson and assessment using Sirius Education Solutions Online platform. Intended Audience: 3rd- 5th Reading Teachers Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Online Platform - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$3,800	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Library books for classrooms to increase literacy skills. Intended Audience: Teachers Date(s) / Timeframe: September 2024 - May 2025 Funding Sources: Library books - BASIC (199 PIC 11) - 199-11-6329-XXX-226-11-313-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Incorporation of literacy stations and opportunities to Write a Little a Lot. Intended Audience: K-2 teachers Provider / Presenter / Person Responsible: K-2 Teachers Date(s) / Timeframe: August - May	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. Root Cause: Changes in personnel and lack of training to support the learning for this student group.

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 72% to 85% by May 2025.
Increase the percentage of Hispanic PK students who score On Track on Circle Math from 70% to 80% by May 2025.

Evaluation Data Sources: PK circle Math

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PLC focused on math concepts where teacher practice and track students who are performing at the tier 3 level using ITE Cards. Intended Audience: PK Students Provider / Presenter / Person Responsible: PK Teachers, CIC, Data Analyst, Admin Date(s) / Timeframe: September 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
<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>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EB new to the country are not performing at grade level Root Cause: New students from other countries are performing at beginning levels of english proficiency
Student Learning
Problem Statement 1: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. Root Cause: Changes in personnel and lack of training to support the learning for this student group.

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 48% to 60% by May 2025.
Increase the percentage of Special education students Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 40% to 50% by May 2025.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Improve Tier 1 Math instruction using data driven instruction to focus on lesson alignment to the TEKS utilizing FWISD PLC, Instructional, Math and Literacy Frameworks 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.

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will create standards driven lesson and assessment using Sirius Education Solutions Online platform. Intended Audience: 3rd- 5th grade students Provider / Presenter / Person Responsible: 3rd - 5th grade teachers Date(s) / Timeframe: September 2024 - May 2025 Funding Sources: Supplies and Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-226-11-313-000000- - \$9,090	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure PLC focus on DDI cycles to drive instruction and planning process. Intended Audience: Pk - 5 Students Provider / Presenter / Person Responsible: Teachers; Admin Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Ensure PLC focus on lesson internalization and planning for the rigor of the TEKS within Math lessons. (TEKS Resource, Lead4Ward, IQ Analysis) Intended Audience: K - 5 Math Teachers Provider / Presenter / Person Responsible: Teachers, CIC, Data Analyst, and Administrators Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers will participate in Professional Learning on Standards Alignment. Intended Audience: 3rd- 5th Teachers, Admin, CIC Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Title I Math Teacher will pull small groups and push in to classes to support Math Instruction. Intended Audience: K - 5 Math Students Provider / Presenter / Person Responsible: Title I Math Teacher Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Title I Math Teacher - TITLE I (211) - 211-11-6119-04E-226-30-510-000000-25F10 - \$75,850	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Teachers will create anchor charts with their students when introducing a new math concept. Intended Audience: K-5 Math Provider / Presenter / Person Responsible: K-5 Math Date(s) / Timeframe: August - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EB new to the country are not performing at grade level Root Cause: New students from other countries are performing at beginning levels of english proficiency

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 32% to 45% by May 2025.
Increase the percentage of Hispanic 3-5 grade students scoring at MEETS or above on STAAR Reading from 31% to 40% by May 2025.

Evaluation Data Sources: STAAR reading

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

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Incorporation of the TFAR (formative assessments) and TEKS Resource System built into the lesson plans for planned exit tickets. Intended Audience: K - 5 Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Instructional Materials - UNDISTRIBUTED (199 PIC 99) - 199-23-6319-XXX-226-99-313-000000- - \$9,600	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
Problem Statement 1: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. Root Cause: Changes in personnel and lack of training to support the learning for this student group.

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 27% to 40% by May 2025.
Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 21% to 32% by May 2025.

Evaluation Data Sources: STAAR Math

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

Title I:
2.6
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Students will complete a minimum of 5 lessons per week in Dreambox program. Intended Audience: K-5 Students Provider / Presenter / Person Responsible: K-5 teachers Date(s) / Timeframe: August 2024 - May 2025		Formative		Summative	
		Nov	Jan	Mar	June
<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>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 45% (2023-2024) of our kinder through 5th grade special education students met MOY English reading projected growth as evidenced by NWEA data as compared to 57% in 2023-2024, which is a 12 point decline. Root Cause: Changes in personnel and lack of training to support the learning for this student group.

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 20% to 10% by May 2025.
Decrease the number and percentage of African American studentswho have excessive absences (1 or more courses below 90% attendance) from 31% to 20% by May 2025.

Strategy 1: 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.

Staff Responsible for Monitoring: Teachers, FES, Counseling Team, Admin

Title I:
2.5, 4.1, 4.2
- TEA Priorities:
Improve low-performing schools

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: FES will monitor student attendance and collaborate with the counselor and teachers to track students and provide support services. Intended Audience: PK - 5 Teachers Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-226-30-510-000000-25F10 - \$655		Formative		Summative	
		Nov	Jan	Mar	June
Action Step 2 Details		Reviews			
Action Step 2: Host monthly parent and community events to keep all stakeholders engaged in the learning and events at the campus. Intended Audience: PK - 5 Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Snack and materials - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-226-30-510-000000-25F10 - \$1,263		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Allow time for Family Engagement Specialist to host events for parents after school Intended Audience: PK-5 Date(s) / Timeframe: October - May Funding Sources: Extra Duty Pay - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-226-30-510-000000-25F10 - \$500	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student discipline referrals have decreased from 37 students with 74 referrals in 2022-2023 to 9 students with 11 referrals. However, classroom counseling calls or administrative calls has increased this school year. Root Cause: Lack of fidelity to the social skills curriculum in the second semester.

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 white students from 4.4% to 2% by May 2025.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Title I:
2.6
- TEA Priorities:
Improve low-performing schools
Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Implement daily Social Skills Curriculum to practice, monitor, and track behaviors Gifted & Talented (199 PIC 21) \$259 SPED (199 PIC 23) \$4,352 Intended Audience: PK - 5 Provider / Presenter / Person Responsible: Teachers, Counseling Team, Admin Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Supplies - GT (199 PIC 21) - \$454, Supplies - SPED (199 PIC 23) - \$4,218	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monitor and track discipline data of White students in SST Meetings.	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct MTSS meetings focused on Behavior at least once per month. Intended Audience: PK - 5 Provider / Presenter / Person Responsible: Teachers, Admin, Counseling Team Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, PBL nights, meet the teacher nights, that all increase the motivation and involvement of the parents. Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Monthly activities to promote a positive climate and culture amongst staff and students. Intended Audience: Staff Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
<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>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Language barriers and cultural difference make it difficult to get our families involved that are from countries that speak languages other than English or Spanish. Root Cause: When the representative from Catholic Charities retired, we have not had a replacement, therefore a lost connection/relationship with this organization.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Subs	Subs for professional development	211-11-6112-0PD-226-30-510-000000-25F10	\$1,200.00
1	2	1	1	Supplies and instructional materials	Supplies and materials for instructional use	211-11-6399-04E-226-30-510-000000-25F10	\$15,801.20
2	2	1	5	Title I Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-226-30-510-000000-25F10	\$75,850.00
Sub-Total							\$92,851.20
Budgeted Fund Source Amount							\$92,851.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-226-30-510-000000-25F10	\$655.00
4	1	1	2	Snack and materials	Snacks for parents to promote participation	211-61-6499-04L-226-30-510-000000-25F10	\$1,263.00
4	1	1	3	Extra Duty Pay	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-226-30-510-000000-25F10	\$500.00
Sub-Total							\$2,418.00
Budgeted Fund Source Amount							\$2,418.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Instructional Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-226-11-313-000000-	\$1,990.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	4	Library books	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-226-11-313-000000-	\$3,000.00
2	2	1	1	Supplies and Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-226-11-313-000000-	\$9,090.00
Sub-Total							\$14,080.00
Budgeted Fund Source Amount							\$14,080.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Supplies	GENERAL SUPPLIES		\$454.00
Sub-Total							\$454.00
Budgeted Fund Source Amount							\$454.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Supplemental Materials	INSTRUCTIONAL MATERIALS		\$500.00
4	2	1	1	Supplies	GENERAL SUPPLIES		\$4,218.00
Sub-Total							\$4,718.00
Budgeted Fund Source Amount							\$4,718.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Intervention Materials	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$1,120.00
1	3	1	3	Online Platform	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$3,800.00
Sub-Total							\$4,920.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$4,920.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies and materials	Supplies and materials - instruction	199-11-6399-001-226-25-313-000000	\$1,590.00
Sub-Total							\$1,590.00
Budgeted Fund Source Amount							\$1,590.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Instructional Materials	SCHOOL LEADERSHIP SUPPLIES MAINT & OPERATION	199-23-6319-XXX-226-99-313-000000-	\$9,600.00
Sub-Total							\$9,600.00
Budgeted Fund Source Amount							\$9,600.00
+/- Difference							\$0.00
Grand Total Budgeted							\$130,631.20
Grand Total Spent							\$130,631.20
+/- 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