

Fort Worth Independent School District
220 Alice Contreras Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Create a learning community where we DREAM big, BELIEVE in ourselves and ACHIEVE greatness.

Vision

Inspire ALL students to become lifelong learners that positively impact their world.

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Comprehensive Needs Assessment

Revised/Approved: February 9, 2024

Demographics

Demographics Summary

Alice D. Contreras Elementary was established in 2000 and was named after a ground breaking educator and pioneer in the Bilingual education program in Fort Worth ISD. Alice D. Contreras is a Title 1, A-rated, goal-driven Prek-5th grade Dual Language elementary campus. Alice D. Contreras received 4 out of 6 Distinction Designations: Academic Achievement in English/ Language Arts/Reading, Top 25%: Comparative Academic Growth, Top 25%: Comparative Closing the Gaps and Postsecondary Readiness.

Alice D. Contreras provides a safe and equitable learning environment to all students. Community partners such as Blue Zones of Fort Worth, Academy 4, University Christian Church, Girls Inc., Jr. Optimist Club, F3 Mentorships and SouthCliff Baptist Church infuse our students with empathy, optimism, and leadership skills.

Alice D. Contreras employs a talented staff with 100 percent being highly qualified per TEA guidelines. Level of teaching experience range from 0 to over 20 years. In addition to rigorous Tier 1 instruction by highly qualified teachers, Alice D. Contreras proudly offers many programs focused on the whole child (healthy, safe, engaged, supported and challenged). Some programs include Gifted and Talented Thinking Lab, UIL, Fort Worth After School, mentorships, Jr. Optimist Club (football, soccer, softball, cheerleading), Battle of the Books, Spelling and Math Bee.

Our stakeholders include parents, community members, school board members, teachers,

administrators, and students. Alice D. Contreras intentionally involves stakeholders in the decision-making process through campus committees and partnerships such as the Site Base Decision Making Committee (SBDM) and Parent Teacher Organization (PTO). In addition, monthly Leopard News meeting are facilitated by administrators, Family Engagement Specialist and other staff members in order to provide information and classes to parents. In addition, these meetings also provide families a platform to continuously communicate and provide feedback to school stakeholders.

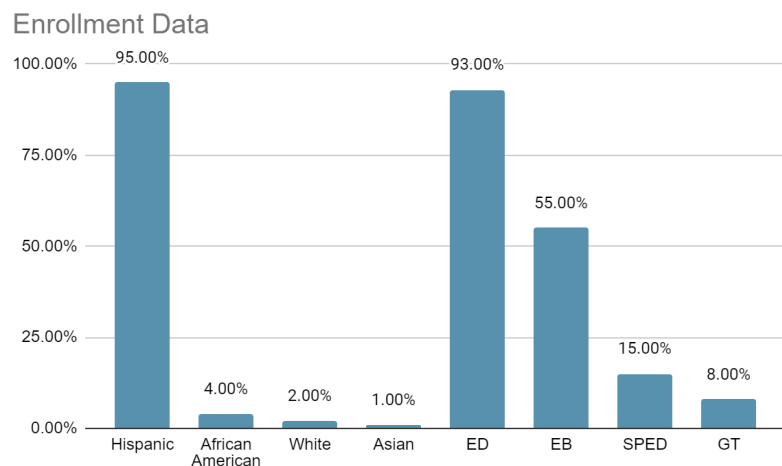
During this academic school year, our enrollment has decreased to 498 students. We have seen a decrease throughout the last 5 years:

2021-2022= 538 students

2022-2023= 498 students

2023-2024=463 students

The following chart displays the percent of students in various subgroups:



The last published mobility rate was in 2021-2022 at 11% which is below the average district at

22% and state at 17%.

Demographics Strengths

Alice D. Contreras has many strengths. Some of the most notable strengths include:

- Alice D. Contreras has various programs and partnerships that help meet the varying needs of our students. We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.
- Our Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. We meet as a committee a minimum of six times per year to create, monitor, and adjust our Campus Improvement Plan.

We also have strong partnerships with various organizations in order to best support our students such as:

- The Fort Worth After School Program engages students in various activities such as: homework support, art class, running club, cheer club, and volunteer opportunities.
- The Junior Optimist Club which provides students the opportunity to participate in football, soccer and softball for 3rd-5th grade students.
- Academy 4 which provides a mentor for every 4th grade student. Mentors meet with their mentees once a month. Students engage in different lessons, clubs and individual time with their mentors.
- SouthCliff Baptist Church hosts a Spring Break camp at Alice D. Contreras for students and ESL classes for community members.
- Blue Zones of Fort Worth/Tarrant Food Bank supported the campus with the implementation

of the first Good For You Pantry in an elementary school in FWISD. This has allowed us to provide food to our families and community members twice a month.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education population (36 students) performance on the reading STAAR at the meet grade level declined from 32% in 21-22 to 26% in 22-23. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.

Problem Statement 2 (Prioritized): 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). **Root Cause:** Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.

Student Learning

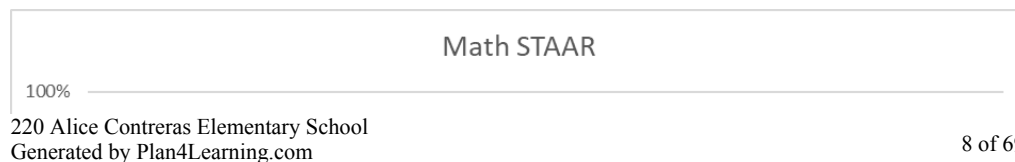
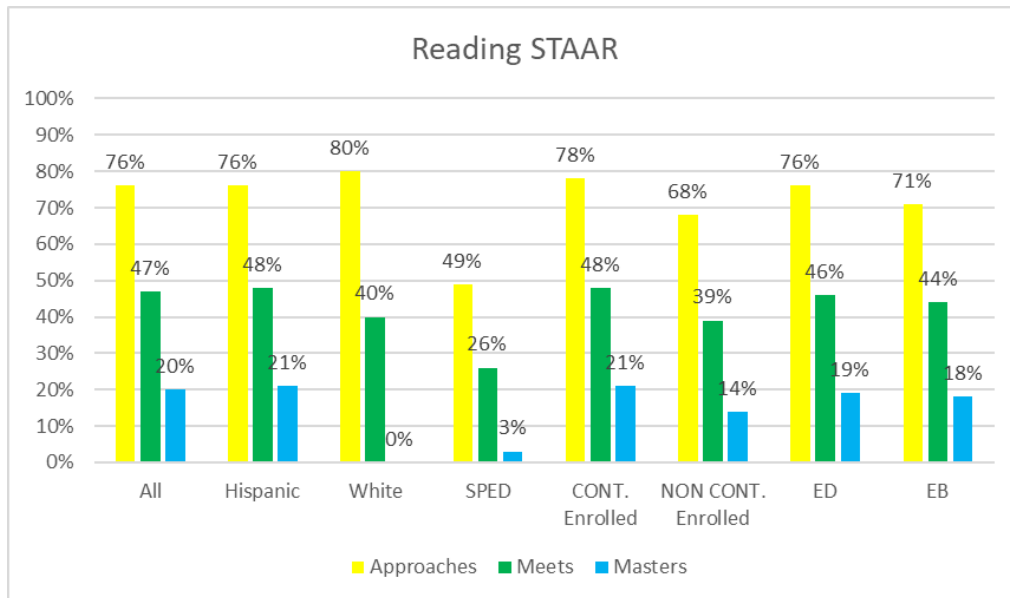
Student Learning Summary

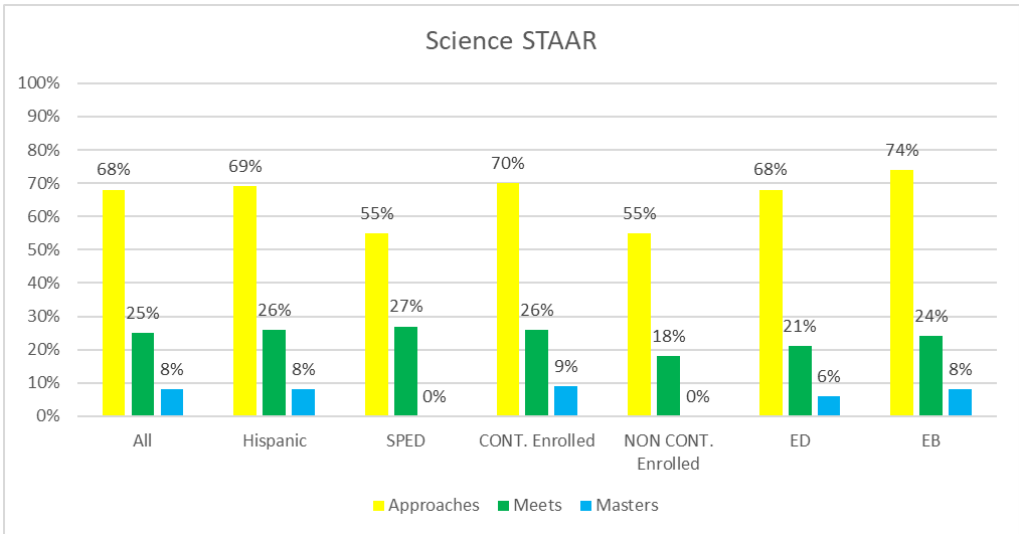
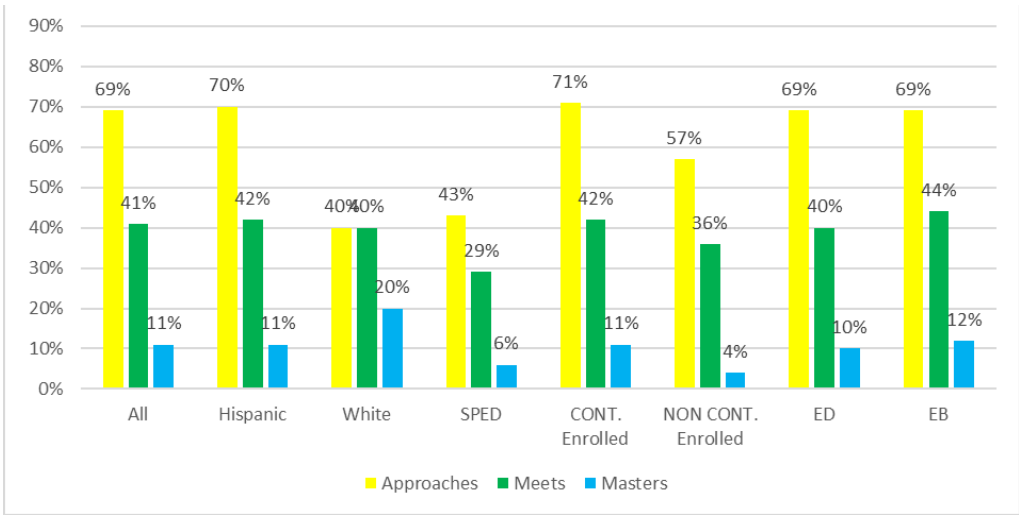
As of February 2024 TEA has not rated our campus, but data below is based on our 2022-2023 STAAR data.

Our focus, targeted areas include

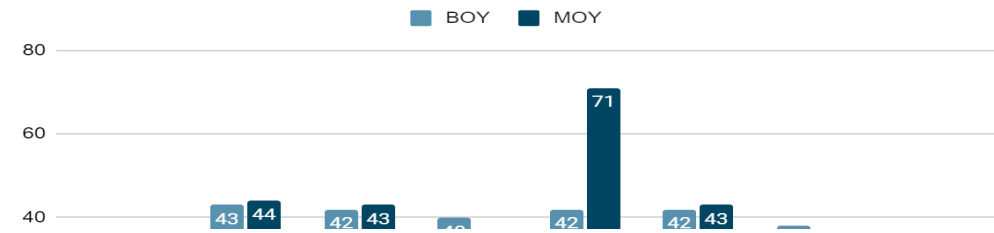
- Domain 1 (student achievement) Goal: 77% Approaches, 48% Meets, 24% Masters. As compared to our 22-23 STAAR data of 72% Approaches, 41% meets, 14% Masters.
- For the 2024-2025 school year, our campus goals are to increase our Domain 1 Student Achievement scale score from a 75 to a 78. Domain 2B (relative progress) will increase from 84 to 87. Domain 3 (closing the gaps) will increase from 87 to 92.

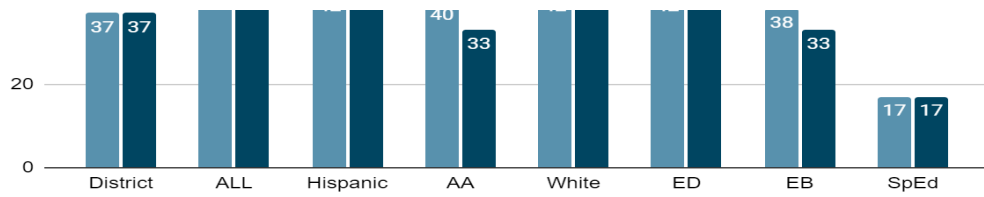
Below is a summary of our 2022-2023 STAAR and our MOY 2023-2024 MAP Growth Data:



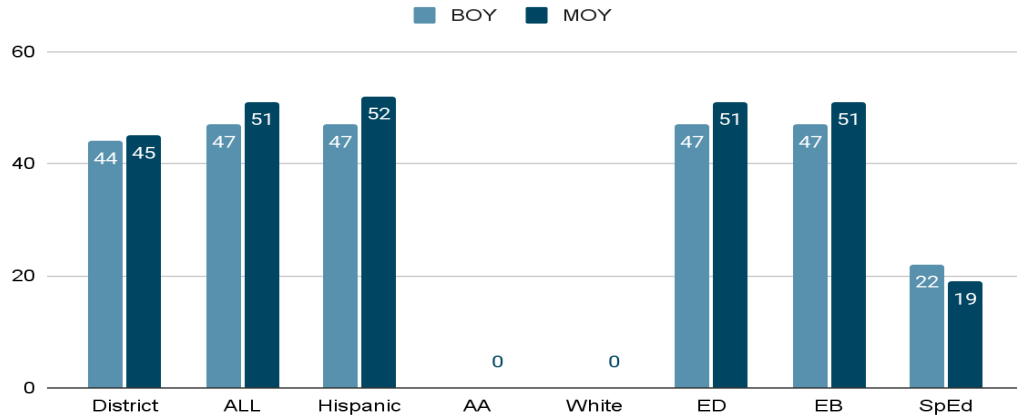


MAP Growth | Reading English

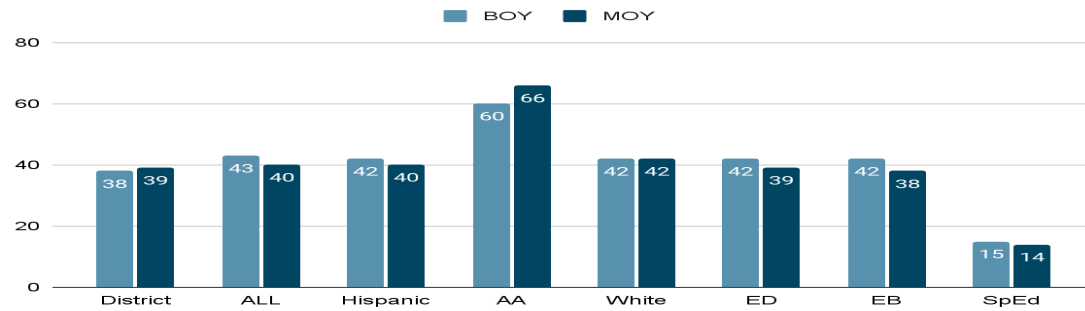




MAP Growth | Reading

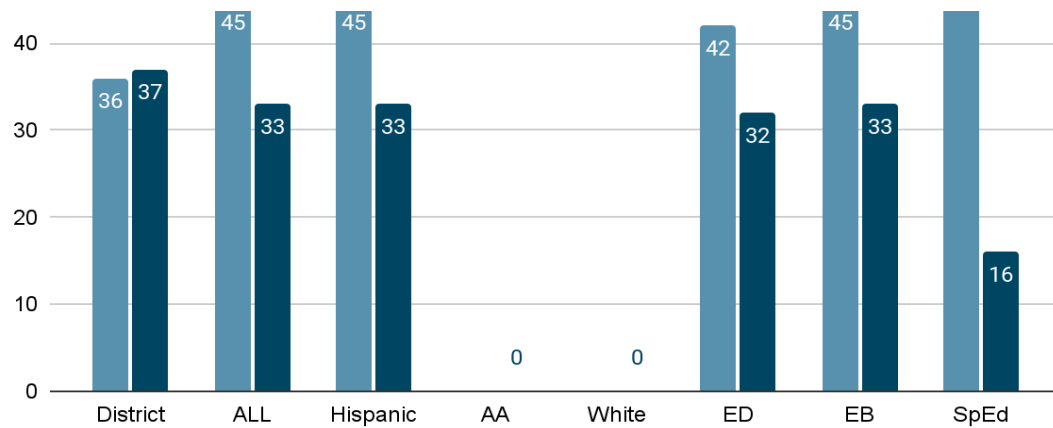


MAP Growth | Math



MAP Growth | Math





Student Learning Strengths

Based on 2022-2023 STAAR performance, some of the strengths include:

- 21% of Hispanic students performed at masters in Reading STAAR
- 44% of Emerging Bilingual students performed at meets on the Math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR. **Root Cause:** Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.

Problem Statement 2 (Prioritized): 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR. **Root Cause:** Quality PD to address the changes on STAAR were not provided or systematically monitored.

School Processes & Programs

School Processes & Programs Summary

Alice D. Contreras employs teachers who are Bilingual/ESL certified and who meet all certification requirements in their academic teaching area. Our Pre-Kindergarten program is a full day program with teachers who meet the criteria of a High-Quality Pre-Kindergarten program.

Implementation and alignment of weekly Professional Learning Communities (PLC) is a focus campus wide with ongoing training to support all staff. The FWISD Professional Learning Communities Framework has been implemented in order to support the success of PLCs. Teachers engage in various activities such as: Planning and Practice, Studying Student Work, Using Student Data, and engage in Professional Learning.

The lesson plans submitted by teachers include critical components such as: lesson objective, activities (gradual release model), and formative assessments.

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Alice D. Contreras has a recruiting committee that includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor and Data Analyst. Applicants are interviewed and engage in tasks depending on the vacancy such as modeling a lesson if interested in a teaching position. The committee then select and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

The master schedule has been created to maximize instructional time in all subjects. In addition, teachers have common planning periods which allow them to collaborate with each other.

Students who are not making adequate progress are targeted through MTSS. Branching Minds is the platform used to monitor MTSS interventions of Tier 2 and 3 students.

Administrators and the campus Instructional Coach conduct consistent walkthroughs and provide individualized bite-size actionable feedback to teachers along with coaching sessions in order to improve student achievement.

School Processes & Programs Strengths

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Alice D. Contreras has a recruiting committee that includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor and Data Analyst. Applicants are interviewed and engage in executing a lesson. The committee then select and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs. The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet during PLC's to discuss planning, teaching, data, student work and engage in PL sessions. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps.

Our campus provides Breakfast in the classroom (KSB Program) to all Prek-5th grade students to support classroom performance and attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our 5th grade Hispanic students increased to 23% at meets in science STAAR in 2022 as compared to campus goal of 37%. **Root Cause:** Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math.

Problem Statement 2 (Prioritized): 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. **Root Cause:** Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

Perceptions

Perceptions Summary

Alice D. Contreras' vision statement is Inspire ALL students to become lifelong learners that positively impact their world. The mission is Create a learning community where we DREAM big, BELIEVE in ourselves and ACHIEVE greatness.

As a Title I campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple methods for parent communication are utilized including Blackboard, school website, Social Media Platforms; Facebook, Instagram, Twitter, monthly Smore newsletters, emails, phone calls, and conferences.

Alice D. Contreras has a PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the Site Based Decision Making committee which meets a minimum of six times a year.

In addition, monthly Leopard News are scheduled in order to promote the on-going communicating process during the day and after school hours. These meetings are facilitated by administrators, the school's Family Engagement Specialist and/or community/business partners.

The Family Engagement Specialist supports families by making personal phone calls, making home visits, providing supports with technology, providing resources such as Care Solace and Family Research Center. Family Engagement Specialist also provides classes twice a month during Saturday Learning Quest. Administrator and Family Engagement Specialist also provide an All Pro Dad chapter session once a month for Dads/Father figures.

Alice D. Contreras focuses on ensuring a safe and orderly environment for all students and staff through implementation of an Emergency Operations Plan. In addition, committees such as Student Support Team (SST) meet at a minimum twice a six weeks to review multiple data sources such as attendance, academics, discipline incidents and equitable access to resources.

As of MOY 2023-2024 we have hit our target of 95% attendance. Below is a table that shows the percentages per cycle:

Overview: Attendance 220 - Alice Contreras ES														
	ALL		Hisp		AA		W		ED		EB		SpEd	
Attendance (Elementary) <i>(Campus Goal ___% On/Above)</i>	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23
District Overall	94	92	95	92	93	91	95	93	94	92	96	93	94	92
Grade KG	93	91	93	90	92	90	95	92	93	90	94	92	92	89
Grade 01	94	92	94	92	92	90	95	93	94	91	95	93	93	91
Grade 02	95	92	95	92	93	91	96	93	94	92	96	94	94	92
Grade 03	95	93	95	93	94	92	95	93	95	92	96	94	94	92
Grade 04	95	93	95	93	94	92	96	93	95	93	96	94	95	92
Grade 05	95	93	95	93	93	92	96	93	95	93	96	94	94	91
My Campus	95	93	95	93	93	90	94	91	95	93	96	94	94	91
Grade KG	94	91	94	91	97	88	94	93	94	90	95	93	95	89
Grade 01	94	92	95	92	82	86	94	91	94	92	96	94	92	89
Grade 02	95	93	95	93	93	0	0	93	95	93	97	95	94	91
Grade 03	96	94	96	94	0	93	86	90	96	94	98	94	95	93
Grade 04	96	93	96	94	93	89	97	89	96	93	96	94	94	92
Grade 05	96	93	96	93	96	90	0	90	96	93	96	94	94	90

Perceptions Strengths

Families are provided multiple opportunities to engage in the school community. For example, Family Engagement Specialist provides classes twice a month during Saturday Learning Quest, an All Pro Dad Chapter once a month for dads/father figures, and monthly Leopards News.

Families are provided with resources such as clothes and food. The Good for You Pantry is open to all families and community members twice a month. During this time, families are able to "shop" and are provided with food.

PTO is active and supports the school community throughout the year.

Several community partnerships have been established, nurtured and maintained. Some of the partnerships include: Blue Zones of Fort Worth, Food Bank, Jr. Optimist Club, Girls Inc., Reading Partners, Academy 4, F3 mentorships, After School Program, NT Window, Girls Scouts, Cub Scouts, South Cliff Baptist Church, Christian Church, Good News Club, Paschal HS students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Per Focus, as of the 5th six weeks of the 2023-2024 school year we have had 6 suspension, this is an increase from 1 suspension in 2022-2023.

Root Cause: Schoolwide proactive implementation and Professional Learning targeting specific behaviors and the best practices to support students and staff.

Problem Statement 2 (Prioritized): Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%. **Root Cause:** Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

Priority Problem Statements

Problem Statement 1: Special Education population (36 students) performance on the reading STAAR at the meet grade level declined from 32% in 21-22 to 26% in 22-23.

Root Cause 1: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%).

Root Cause 2: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR.

Root Cause 3: Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR.

Root Cause 4: Quality PD to address the changes on STAAR were not provided or systematically monitored.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our 5th grade Hispanic students increased to 23% at meets in science STAAR in 2022 as compared to campus goal of 37%.

Root Cause 5: Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined.

Root Cause 6: Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Per Focus, as of the 5th six weeks of the 2023-2024 school year we have had 6 suspension, this is an increase from 1 suspension in 2022-2023.

Root Cause 7: Schoolwide proactive implementation and Professional Learning targeting specific behaviors and the best practices to support students and staff.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%.

Root Cause 8: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- 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 End-of-Course 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
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 5, 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 91% to 98% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 67% to 80% by May 2025.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 67% to 80% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Creative Curriculum 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 PK students who score On Track on Circle Phonological Awareness in English and in Spanish.
100% of Prek teachers will follow and implement the Creative Curriculum for Texas as evidenced via lesson plans and walkthroughs.
100% of Prek teachers will engage in bi-weekly PLCs

Staff Responsible for Monitoring: Campus Leadership Team
Prek Teachers and Teacher Assistants





Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement 2-3 best practices observed as evidenced via walkthroughs.</p> <p>Intended Audience: Prek teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Instructional Coach and Early Learning Department</p> <p>Date(s) / Timeframe: September 2024- February 2025</p> <p>Collaborating Departments: Early Learning, FWISD campuses</p> <p>Delivery Method: In person</p> <p>Funding Sources: Substitutes to cover for teachers while they observe other teachers - TITLE I (211) - 211-11-6112-0PD-220-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and Teacher Assistants will engage in bi-weekly collaborative meetings and implement the DDI process: targeting Planning and Practice, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as The Creative Curriculum.</p> <p>Intended Audience: Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure systemic documentation of student progress through GOLD is implemented with fidelity.</p> <p>Intended Audience: Prek Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning Instructional Coach</p> <p>Date(s) / Timeframe: September 2024- May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: General supplies will be purchased to support student growth.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024-February 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase general supplies to support student growth in all contents - TITLE I (211) - 211-11-6399-04E-220-30-510-000000-25F10 - \$3,512.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Multi-Tiered Systems of Support (MTSS) meetings will be scheduled in order to support students who are needing additional academic/behavioral supports.

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





Staff Responsible for Monitoring: Administrators, Prek Teachers and Teacher Assistants, MTSS committee

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Prek teachers and Teacher Assistants will determine the standards that will be monitored via classroom and campus trackers. These standards will be tracked every six weeks.</p> <p>Intended Audience: Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Teachers and Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Data such as student referrals will be systematically reviewed, analyzed, and monitored during Professional Learning Communities and MTSS meetings in order to support students who are needing additional behavioral supports.</p> <p>Intended Audience: Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning, MTSS committee members, Resource/Inclusion Instructional Coach, Behavior Intervention Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Special Education Department, Early Learning, Psychological Services Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education population (36 students) performance on the reading STAAR at the meet grade level declined from 32% in 21-22 to 26% in 22-23. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.</p>
Student Learning
<p>Problem Statement 1: 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR. Root Cause: Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.</p>
Perceptions
<p>Problem Statement 2: Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%. Root Cause: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 73% to 83% 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 70% by May 2025.

Increase the percentage of from EB ED students from 56% to 70% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of resources such as 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: Develop the capacity of teachers in the planning and delivery of standards aligned lessons to increase the percentage of students who meet or exceed their expected progress on MAP Fluency.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement 2-3 best practices observed as evidenced via walkthroughs. Intended Audience: Teachers, Leadership Team Provider / Presenter / Person Responsible: Instructional Coach, Administrators Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Humanities, other FWISD school Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will engage in Professional Learning during weekly collaborative meetings and staff meetings in order to improve Tier 1 instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Ensure PLCs occur weekly while implementing the DDI process with Kinder-5th grade teachers to actively develop engaging and rigorous lessons based upon student needs with district-approved resources such as (Amplify//Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Weekly PLCs agendas/notes will show the focus on the 4 PLC questions: What do we want all students to know and be able to do?
 How will we know if they learn it?
 How will we respond when some students do not learn?
 How will we extend the learning for students who are already proficient?
 Develop the capacity of teachers during PLCs following the PLC framework to increase the percentage of students who meet or exceed expectations on EOY MAP Fluency.

Staff Responsible for Monitoring: Teachers and Campus Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in vertical alignment weekly collaborative meetings during the day in order to develop aligned, engaging and rigorous lessons based on historical data and student needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Humanities Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Campus Leadership Team and teachers will observe weekly collaborative meetings off campus and make necessary upgrades based on observations. Intended Audience: Campus Leadership Team and Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: September 2024-December 2024 Collaborating Departments: Other FWISD schools Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education population (36 students) performance on the reading STAAR at the meet grade level declined from 32% in 21-22 to 26% in 22-23. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.
Student Learning
Problem Statement 1: 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR. Root Cause: Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.
School Processes & Programs
Problem Statement 1: Our 5th grade Hispanic students increased to 23% at meets in science STAAR in 2022 as compared to campus goal of 37%. Root Cause: Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math. Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. Root Cause: Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

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 61% to 72% 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 69 % to 75% by May 2025.

Increase the percentage of General ED Sped students from 67% to 77% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the implementation of Data Driven Instruction while planning and analyzing student data.

Strategy's Expected Result/Impact: An increase of students who meet or exceed projected growth on MAP Growth Reading in both English and Spanish

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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			
Action Step 1: Kinder-5th grade students and teachers will engage in goal setting conferences, and track MAP Growth and other assessment data via student folders and classroom trackers at a minimum of three times per year. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024- May 2025 Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional materials including resources intentionally designed to meet the needs of all students for all contents will be purchased.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Administrative Associate Date(s) / Timeframe: August 2024-February 2025 Collaborating Departments: Purchasing Delivery Method: In-person</p> <p>Funding Sources: SCE resources to support students in all content - SCE (199 PIC 24) - 199-11-6399-001-220-24-313-000000- - \$5,565</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will administer assessments throughout the year aligned to state standards to determine of students have learned what has been taught. Campus Leadership Team will facilitate data meetings following the Data Driven Process and script.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Humanities Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Campus Instructional Coach will support identified teachers and meet with them once a week in order to plan and review student data. Campus Instructional Coach will also lead identified weekly collaborative meetings following the Data Driven process.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Professional and Innovative Learning Delivery Method: In-person</p> <p>Funding Sources: Support for teachers by Campus Instructional Coach - TITLE I (211) - 211-13-6119-04E-220-30-510-000000-25F10 - \$86,919</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will then implement 2-3 best practices observed as evidenced via walkthroughs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: September 2024- March 2025 Collaborating Departments: Other FWISD schools Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: English and Spanish library books will be purchased in order to support Prek-5th grade student's reading growth.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: August 2024-December 2025 Collaborating Departments: Media Library Delivery Method: In-person</p> <p>Funding Sources: Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-220-99-313-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Multi-Tiered Systems of Support (MTSS) meetings will be scheduled and monitored in order to support students who are needing additional academic/behavioral supports.

Strategy's Expected Result/Impact: An increase of students who meet or exceed projected growth on MAP Growth Reading in both English and Spanish

Staff Responsible for Monitoring: MTSS committee

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and staff will engage in MTSS meetings and identify students needing extra support who have significant gaps or who lack foundational skills. Teachers/MTSS will provide, document and monitor the success of the interventions via Branching Minds.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: MTSS committee Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: School counselor will schedule MTSS meetings including initial and follow-up meetings via Outlook and maintain outcomes of meetings via Branching Minds and Google forms.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: School Counselor Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will engage in Professional Learning targeting MTSS and implement the referral protocol.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor and Assistant Principal Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Administrators will track walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient or above in TTESS Dimension 2.4 Differentiation during 30 minute allocated WIN time.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Humanities Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Special Education population (36 students) performance on the reading STAAR at the meet grade level declined from 32% in 21-22 to 26% in 22-23. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.

Student Learning

Problem Statement 1: 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR. **Root Cause:** Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.

School Processes & Programs

Problem Statement 1: Our 5th grade Hispanic students increased to 23% at meets in science STAAR in 2022 as compared to campus goal of 37%. **Root Cause:** Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math.

Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. **Root Cause:** Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

Perceptions

Problem Statement 2: Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%. **Root Cause:** Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

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 94% to 100% by May 2025.

Increase the percentage of EB PK students who score On Track on Circle Math from 71% to 82% by May 2025.

Increase the percentage of EB Prek students who score On Track on Circle Math from 71% to 82% by May 2025.

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, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for Prek Teachers and Teacher Assistants to engage in Professional Learning based on student data and teacher needs. Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and Teacher Assistants will engage in bi-weekly collaborative meetings and implement the DDI process: targeting Planning and Practice, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as The Creative Curriculum.</p> <p>Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure systemic documentation of student progress through GOLD is implemented with fidelity.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement 2-3 best practices observed as evidenced via walkthroughs.</p> <p>Intended Audience: Prek teachers and Teacher Assistants Provider / Presenter / Person Responsible: Instructional Coach and Early Learning Department Date(s) / Timeframe: September 2024- February 2025 Collaborating Departments: Early Learning, FWISD campuses Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Multi-Tiered Systems of Support (MTSS) meetings will be scheduled in order to support students who are needing additional academic/behavioral supports.

Strategy's Expected Result/Impact: Increase the percentage of Prek students who score On Track on Circle

Staff Responsible for Monitoring: Teachers, Teacher Assistants, Administrators

Title I:
2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Prek teachers and Teacher Assistants will determine the standards that will be monitored via classroom and campus trackers. These standards will be tracked every six weeks</p> <p>Intended Audience: Teachers, Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: MTSS, Early Learning</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will schedule and attend Multi-Tiered Systems of Support (MTSS) meetings in order to support students who are needing additional academic/behavioral supports. Teachers will monitor interventions via Branching Minds.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: MTSS committee</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.</p>
Student Learning
<p>Problem Statement 2: 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR. Root Cause: Quality PD to address the changes on STAAR were not provided or systematically monitored.</p>

School Processes & Programs

Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. **Root Cause:** Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 32 % to 42% by May 2025.

Increase the percentage of Hispanic students on our campus from 32% to 42% by May 2025.

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing Data 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.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in Professional Learning sessions during weekly collaborative meetings or after school targeting the Eureka math and math trajectory from concrete to abstract.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). **Root Cause:** Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.

Student Learning

Problem Statement 2: 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR. **Root Cause:** Quality PD to address the changes on STAAR were not provided or systematically monitored.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 68% to 78% by May 2025.

Increase the percentage of ED students from 67% to 78% by May 2025.

Strategy 1: Develop the capacity of PK-5 teachers to implement Data Driven Process while planning and analyzing student data during weekly collaborative meetings.

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

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in the backwards planning design when planning modules and lessons during weekly collaborative meetings. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach, Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math department Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus Leadership Team will implement weekly planning protocol in order to support teachers with their lesson planning during weekly collaborative meetings and/or staff meetings.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Campus Leadership Team will implement weekly data meeting protocol in order to support teachers with analyzing student work/data, identifying and address highest leverage misconceptions, plan reteaches and monitor data.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers will provide interventions/accelerations based on BOY and MOY MAP Growth results during allocated 30 minute WIN time. Interventions will be recorded and monitored via Branching Minds and during MTSS meetings.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024- May 2025 Delivery Method: IN-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Teachers and staff will shred documents containing confidential information throughout the year.</p> <p>Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Teachers and staff Date(s) / Timeframe: July 2024-May 2025 Delivery Method: In-person</p> <p>Funding Sources: shredding services to dispose of confidential student/staff information - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-220-99-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Develop the capacity of PK-5 teachers to implement FWISD approved math resources through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction targeting Gifted and Talented students.

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

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in a minimum of two Quality PD sessions to enrich our Tier 1 instruction in order for our GT students to meet/master on STAAR.</p> <p>Intended Audience: GT and Talent Pool students, Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Gifted and Talented Department</p> <p>Date(s) / Timeframe: August 2024-February 2025</p> <p>Collaborating Departments: Gifted and Talented Department</p> <p>Delivery Method: IN-person</p> <p>Funding Sources: After hours Professional Learning - TITLE I (211) - 211-13-6116-0PD-220-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Students will engage in critical thinking lessons in the Thinking Lab a minimum of one time per six weeks. Artifacts will be visible in the classroom.</p> <p>Intended Audience: Students, teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Gifted and Talented Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Thinking Lab schedule will be created and shared with teachers.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Gifted and Talented Department</p> <p>Delivery Method: In-person, google docs</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers and GT teachers will collaborate throughout the year in order to support students. General supplies and materials will be purchased in order to support Gifted and Talented students while in the classroom and the Thinking Lab.</p> <p>Intended Audience: Gifted and Talent Pool students, teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, teachers</p> <p>Date(s) / Timeframe: August 2024- December 2024</p> <p>Collaborating Departments: Gifted and Talented</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase General Supplies - Gifted & Talented - GT (199 PIC 21) - \$588</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Campus Leadership Team will print in black and white and in color, scan and email documents to support the implementation of action steps identified during weekly collaborative meetings, staff meetings, and district mandated action steps.</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: Teachers and staff</p> <p>Date(s) / Timeframe: July 2024-May 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Printing and scanning documents in order to support action steps - BASIC (199 PIC 11) - 199-11-6299-XXX-220-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). **Root Cause:** Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.

Student Learning

Problem Statement 2: 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR. **Root Cause:** Quality PD to address the changes on STAAR were not provided or systematically monitored.

School Processes & Programs

Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. **Root Cause:** Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

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 44% to 60% by May 2025. Increase the percentage of EB students from 24% to 55% by May 2025.

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. Increase the percentage of EB students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:





Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and Campus Leadership Team will review disaggregated data to track and monitor the progress of all students, including students receiving Special Education services and Emergent Bilingual students during data meetings</p> <p>Intended Audience: Teachers, Campus Leadership Team</p> <p>Provider / Presenter / Person Responsible: Teachers, Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Humanities Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will engage in data-driven meetings during weekly collaborative meetings/staff meetings following the weekly data meeting protocol school to analyze data, identify trends in student misconceptions, determine the root cause as to why students were not successful and create action plans for reteaches.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p> <p>Funding Sources: Purchase General supplies to support student growth - BASIC (199 PIC 11) - 199-11-6399-XXX-220-11-313-000000- - \$5,230</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Student progress towards measurable goals such as MAP Growth, Core 5 will be tracked and visible in every classroom and throughout the school to foster student and teacher ownership and goal setting.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Lexia Oore 5 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers will conference with students, set goals, monitor data, provide feedback to students regarding MAP Growth and other assessments as evidenced via student data trackers.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024- May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Teachers will share student data by facilitating data meetings, student-led data meetings at least three times a year: beginning, middle and end of the year. Teachers will also share instructional practices that can be implemented at home in order to support student achievement.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Identified students will engage in after school intervention and enrichments in order to support student growth in all contents.</p> <p>Intended Audience: Identified students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: September 2024- April 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Extra duty pay for tutorials and enrichments after hours - TITLE I (211) - 211-11-6116-04E-220-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: All teachers including Dual Language teachers will engage in quality PD in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Amplify, Eureka and MAP Growth resources as well as the implementation of technology.

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

Staff Responsible for Monitoring: Campus Leadership Team, teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Kinder-5th grade teachers will identify, write, post and verbally state Language objectives for reading and math lessons throughout the lesson cycle.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Elementary Emergent Bilingual Coordinator Emergent Bilingual Programs</p> <p>Delivery Method: In-person, lesson plans</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Prek-5th grade teachers will engage in Habits of Discussion Professional Learning and implement learning while delivering lessons.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Elementary Emergent Bilingual Coordinator Emergent Bilingual Programs</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will engage in continuous Data Driven Process to review TELPAS data, determine next action steps and monitor student growth for the following domains: Listening and speaking.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Elementary Emergent Bilingual Coordinator Emergent Bilingual Programs</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased.</p> <p>Intended Audience: Teachers and Dual Language students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July 2024-February 2025 Collaborating Departments: Elementary Emergent Bilingual Coordinator Emergent Bilingual Program Delivery Method: In-person</p> <p>Funding Sources: Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased. - BEA (199 PIC 25) - 199-11-6399-001-220-25-313-000000 - \$1,875</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Teachers will engage in weekly collaborative meetings and implement the Data Driven process, weekly planning process to analyze student work/data, plan and practice lessons/reteaches and implement the backwards planning design while utilizing district approved resources such as Eureka math.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team, Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.</p>
Student Learning
<p>Problem Statement 1: 3rd-5th grader students decreased from 56% to 46% at the meets level on the Reading STAAR, over 60% of students scored a 0 on the new ECR. Root Cause: Quality PD to address the changes on STAAR including the ECR were not provided or systematically monitored.</p>

School Processes & Programs

Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. **Root Cause:** Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.

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 47% to 60% by May 2025.
 Increase the percentage of Sped students from 29% to 39% by May 2025.

Strategy 1: Align and leverage programs, resources, and systems of support for existing academic advising.

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

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:





Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in MTSS/SST meetings to proactively plan and identify students who have significant learning gaps or who lack foundational skills and provide them with timely interventions that are monitored throughout the year.</p> <p>Intended Audience: Teachers, MTSS Provider / Presenter / Person Responsible: Teachers, MTSS committee Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Humanities, MTSS Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: 3rd-5th grade teachers will utilize a specialized supplemental software such as Measuring Up in order to support students with the mastery of standards.</p> <p>Intended Audience: 3rd-5th grade teachers and students</p> <p>Provider / Presenter / Person Responsible: Teachers, Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person, on-line</p> <p>Funding Sources: Instructional materials to support Literacy/math student growth - BASIC (199 PIC 11) - 199-11-6339-XXX-220-11-313-000000- - \$1,830, Instructional materials to support Literacy/math student growth - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-220-99-313-000000- - \$3,170</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will utilize district approved platforms such as Lead4ward, Measuring Up, TFAR to create and administer weekly exit tickets, bi-weekly spiral reviews aligned to state standards to determine of students have learned what has been taught. Campus Leadership Team will facilitate data meetings following the Data Driven process and weekly data meeting protocol.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, Campus Leadership Team</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Instructional materials including resources intentionally designed to meet the needs of students receiving Special Education services for all contents will be purchased.</p> <p>Intended Audience: Teachers, Students receiving Special Education Service</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: July 2024-February 2025</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: General supplies for students receiving Sped Ed Services - SPED (199 PIC 23) - \$4,251</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Campus Leadership Team will review lesson plans for identified teachers and provide feedback via the Google form and provide lesson planning support.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: 2nd-5th grade (148 students) Emerging Bilingual population decreased 4% from BOY to MOY on meeting grade level norms on MAP Growth math in English (42% to 38%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the standards that include linguistic supports using Eureka and MAP Growth resources as well as the implementation of technology.</p>
Student Learning
<p>Problem Statement 2: 3rd-5th grade students decreased from 19% to 11% at the masters level on math STAAR. Root Cause: Quality PD to address the changes on STAAR were not provided or systematically monitored.</p>
School Processes & Programs
<p>Problem Statement 2: 15% of our 3rd-5th grade students are identified as Gifted and talented, on STAAR in 22-23 59% mastered on math, reading, and science combined. Root Cause: Quality PD was not systematically provided to enrich our Tier 1 instruction in order for our GT students to master on STAAR.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 15% to 7% by May 2025.

Decrease the number and percentage of Sped students from 18% to 13% by May 2025.

Strategy 1: Align and leverage programs such as Ron Clark House System, PBIS, Leopard of the Month, Leopard store, TBRI and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase student attendance, decrease chronic absenteeism

Staff Responsible for Monitoring: Teachers, Counselor, Data Clerk, Administrators

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Campus Leadership Team will monitor assigned grade level/students and implement attendance plan including calling parents and providing incentives. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person, phone calls	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Students will be recognized once a six weeks for perfect attendance or improvement attendance via award ceremonies.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Assistant Principal</p> <p>Date(s) / Timeframe: every six weeks</p> <p>Delivery Method: In-person</p> <p>Funding Sources: School leadership supplies will be purchased to support student growth - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-220-99-313-000000- - \$830</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Students will receive house points for perfect attendance every six weeks.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Assistant Principal</p> <p>Date(s) / Timeframe: every six weeks</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Student Support Team reviews all students below 90% threshold every 6 weeks.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Teachers, Counselor, Data Clerk, Administrators, MTSS

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:





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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Review and monitor other special populations (homeless, foster, military-connected) student data and data for students receiving Special Education services for consecutive absences and failing grades. Provide interventions before 10 consecutive absences.</p> <p>Intended Audience: Other Special Populations (OSP) Provider / Presenter / Person Responsible: MTSS committee Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Student Support Services Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct student/parent meetings and home visits when early warning indicators are identified for OSP (homeless, foster, military-connected) students and receiving Special Education services and document on Branching Minds/Focus.</p> <p>Intended Audience: Other Special Populations: OSP (homeless, foster, military-connected) Provider / Presenter / Person Responsible: Administrators, counselor Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Student Support Services Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%. Root Cause: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.</p>

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

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

Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1.1% to .5% by May 2025.

Decrease the number of discipline referrals by school personnel for Hispanic students from 1.2% to .5% by May 2025.

Evaluation Data Sources: Discipline Cycle reports

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Decrease the number of student referrals

Staff Responsible for Monitoring: Teachers, Campus Leadership Team, MTSS

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Professional Development targeting different behaviors will be provided. Teachers will implement learning in the classrooms as evidenced via walkthroughs and a decrease of referrals. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Special Education Department Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Special Education Department Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will implement the six strategies gleaned from the chart in "The Growth Mindset Coach" book that promotes a learning oriented classroom to support and develop growth mindset in all student groups.</p> <p>Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September 2024-February 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Counselor will create and follow schedule that ensures all classes receive Guidance Lessons twice a month.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers will implement SEL lessons during the allocated time in their schedules every day as evidenced via lesson plans and walkthroughs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators/Counselor Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Two part-time cafeteria monitors will be hired in order to support, monitor and help create a safe and nurturing environment during student lunch times.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-person</p> <p>Funding Sources: part-time cafeteria monitors will be hired in order to support, monitor and help create a safe and nurturing environment during student lunch times - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-220-99-313-000000- - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

<p>Problem Statement 1: Per Focus, as of the 5th six weeks of the 2023-2024 school year we have had 6 suspension, this is an increase from 1 suspension in 2022-2023. Root Cause : Schoolwide proactive implementation and Professional Learning targeting specific behaviors and the best practices to support students and staff.</p>

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

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

Performance Objective 3: Decrease the number of out of school suspensions for Hispanic students from 1.1 to .5 by May 2025.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve 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: Assistant Principal, MTSS

Title I:

2.5, 2.6, 4.1, 4.2

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will co-create, implement and monitor student positive behavioral plans for students with chronic behavioral patterns. Plans and data will be documented using Branching Minds. Student Support Team will monitor plans once a six weeks.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: MTSS, Teachers, Campus Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS, Student Support, Sped Ed Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: MTSS/SST meetings will be scheduled to discuss behavioral concerns and identify best practices to implement in order to best support students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, MTSS Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Continue implementation of House System in order to enhance our positive climate and culture for students and staff. Implement processes that build character, relationships, and school spirit. Intended Audience: Teachers, staff, students, families Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024-Mat 2025 Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Convene MTSS meetings to review students with referrals and suspensions (Focus and Branching Minds), assign a caseload to relevant staff to provide follow-up support.

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

Staff Responsible for Monitoring: Administrators, teachers, MTSS

Title I:

2.5, 2.6, 4.1

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide additional Professional Development to identified teachers targeting classroom management, TBRI, PBIS in order to best support students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: MTSS, Student Support</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By September 2024, develop a routine data monitoring schedule to assess the efficacy of the supports and interventions provided to identified students including other special population students addressing referrals.</p> <p>Intended Audience: Teachers, MTSS committee</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, MTSS</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Student Support Services, MTSS</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Per Focus, as of the 5th six weeks of the 2023-2024 school year we have had 6 suspension, this is an increase from 1 suspension in 2022-2023. Root Cause : Schoolwide proactive implementation and Professional Learning targeting specific behaviors and the best practices to support students and staff.</p>

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

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

Performance Objective 4: 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 once a month to twice a month by May 2025.

Evaluation Data Sources: Parent/Family Sign-in sheets, parent feedback, flyers used to promote activities

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Pyramid, SBDM, Student Council, Family Engagement Events) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

Strategy's Expected Result/Impact: Increase student and family engagement

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Host Science Night at the Fort Worth Museum of Science and History in order to support student's learning and increase family engagement Intended Audience: Families Provider / Presenter / Person Responsible: Fort Worth Museum of Science and History Date(s) / Timeframe: November 2024 Delivery Method: In-person Funding Sources: Family Night at the museum to promote math and science - Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-220-30-510-000000-25F10 - \$800	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: A minimum of six meetings will be held with the Site-Based Decision Making Team in order to review and monitor campus goals, progress and action steps.</p> <p>Intended Audience: Site-Based Decision Making Committee</p> <p>Provider / Presenter / Person Responsible: Principal, SBDM committee</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person. virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Host various events throughout each month such as Food Pantry, All Pro Dads, Leopard News, Literacy Night, Data Nights and provide academic/behavioral information/professional learning and purchase necessary supplies.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team, Counselor, PE coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Supplies and materials for parental engagement-Parent Engagement - Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-220-30-510-000000-25F10 - \$1,246</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide refreshments and snacks to engender a feeling of comfort and belonging/appreciation to families that attend events.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Snacks to promote family participation-Parent Engagement - Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-220-30-510-000000-25F10 - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Assistant Principal will track and monitor family participation using tracking tool such as Google form. Campus Leadership Team will make necessary adjustments as needed in order to increase engagement for other events.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Classroom teachers will systematically contact parents/ guardians regarding students' academic and social/emotional growth through various methods a minimum of three times per year as evidenced by documentation via Branching Minds.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Teachers/Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Per Focus, as of the 5th six weeks of the 2023-2024 school year we have had 6 suspension, this is an increase from 1 suspension in 2022-2023. Root Cause : Schoolwide proactive implementation and Professional Learning targeting specific behaviors and the best practices to support students and staff.</p> <p>Problem Statement 2: Students identified as Special Education (71 students) have an attendance rate of 94%, which is below our target of 95%. Root Cause: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes to cover for teachers while they observe other teachers	Subs for professional development	211-11-6112-0PD-220-30-510-000000-25F10	\$1,000.00
1	1	1	4	Purchase general supplies to support student growth in all contents	Supplies and materials for instructional use	211-11-6399-04E-220-30-510-000000-25F10	\$3,512.20
1	3	1	4	Support for teachers by Campus Instructional Coach	Instructional Coach	211-13-6119-04E-220-30-510-000000-25F10	\$86,919.00
2	3	2	1	After hours Professional Learning	Extra duty pay for PD after hours	211-13-6116-0PD-220-30-510-000000-25F10	\$1,000.00
3	1	1	6	Extra duty pay for tutorials and enrichments after hours	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-220-30-510-000000-25F10	\$6,000.00
Sub-Total							\$98,431.20
Budgeted Fund Source Amount							\$98,431.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Night at the museum to promote math and science - Parent Engagement	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-220-30-510-000000-25F10	\$800.00
4	4	1	3	Supplies and materials for parental engagement-Parent Engagement - Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-220-30-510-000000-25F10	\$1,246.00
4	4	1	4	Snacks to promote family participation-Parent Engagement - Parent Engagement	Snacks for parents to promote participation	211-61-6499-04L-220-30-510-000000-25F10	\$600.00
Sub-Total							\$2,646.00
Budgeted Fund Source Amount							\$2,646.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	5	Printing and scanning documents in order to support action steps	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-220-11-313-000000-	\$3,000.00
3	1	1	2	Purchase General supplies to support student growth	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-220-11-313-000000-	\$5,230.00
3	2	1	2	Instructional materials to support Literacy/math student growth	INSTRUCTION TESTING MATERIALS	199-11-6339-XXX-220-11-313-000000-	\$1,830.00
Sub-Total							\$10,060.00
Budgeted Fund Source Amount							\$10,060.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	4	Purchase General Supplies - Gifted & Talented	GENERAL SUPPLIES		\$588.00
Sub-Total							\$588.00
Budgeted Fund Source Amount							\$588.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	4	General supplies for students receiving Sped Ed Services	GENERAL SUPPLIES		\$4,251.00
Sub-Total							\$4,251.00
Budgeted Fund Source Amount							\$4,251.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	SCE resources to support students in all content	Supplies and materials for instructional use	199-11-6399-001-220-24-313-000000-	\$5,565.00
Sub-Total							\$5,565.00
Budgeted Fund Source Amount							\$5,565.00

SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	1	2	4	Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased.	Supplies and materials - instruction	199-11-6399-001-220-25-313-000000	\$1,875.00	
							Sub-Total	\$1,875.00
							Budgeted Fund Source Amount	\$1,875.00
							+/- Difference	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	6	Library Books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-220-99-313-000000-	\$5,000.00	
2	3	1	5	shredding services to dispose of confidential student/ staff information	SCHOOL LEADERSHIP MISC CONTRACTED SERVICES	199-23-6299-XXX-220-99-313-000000-	\$400.00	
3	2	1	2	Instructional materials to support Literacy/math student growth	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-220-99-313-000000-	\$3,170.00	
4	1	1	2	School leadership supplies will be purchased to support student growth	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-220-99-313-000000-	\$830.00	
4	2	1	5	part-time cafeteria monitors will be hired in order to support, monitor and help create a safe and nurturing environment during student lunch times	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-220-99-313-000000-	\$7,000.00	
							Sub-Total	\$16,400.00
							Budgeted Fund Source Amount	\$16,400.00
							+/- Difference	\$0.00
							Grand Total Budgeted	\$139,816.20
							Grand Total Spent	\$139,816.20
							+/- 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