

**Fort Worth Independent School District
184 Worth Heights Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Worth Heights Mission Statement

The mission of Worth Heights Elementary is to provide and support rigorous opportunities which result in successful completion of a high quality school experience for all students.

Vision

The vision of Worth Heights is to create a nurturing learning community where excellence is expected of everyone.

Value Statement

At Worth Heights We Believe.....

- In being kind, compassionate, and respectful.
- ALL kids deserve to be physically and emotionally safe.

- Everyone should have a voice.
- Learning can and should be fun.
- ALL students deserve high-quality instruction in a way that meets their needs.

- Community and parent partnerships are key.
- In setting goals and achieving them.
- In integrating culture and equitable practices.
- In embracing new challenges.
- ALL STUDENTS MATTER!!

WE ARE BETTER TOGETHER!!!!

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	17
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.	17
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.	26
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	34
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	40
Campus Funding Summary	48
Policies, Procedures, and Requirements	51

Comprehensive Needs Assessment

Revised/Approved: April 9, 2024

Demographics

Demographics Summary

Worth Heights Elementary is a PK-5th grade Title 1 campus with an enrollment of 490 students. It is located in the southside of Fort Worth in a tight knit, established community located on I35 between Ripy and Seminary. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. We employ high quality and talented staff with minimal turnover year to year.

Ethnicity breakdown:

- 94% Hispanic
- 3% White
- .8% Asian
- .6% African American
- .4% 2 or more
- .1% Native American
- **Other Populations**
 - At-risk population: 94%
 - Special Education: 14% with two self contained units (RISE and ECSE)
 - Dyslexia: 4.6%
 - Gifted and Talented: 7%
 - Dual Language campus- ELL/EB: 49%
 - Mobility: 9%
 - Attendance: 94%
 - 504 students 4%

Demographics Strengths

Worth Heights has many strengths some of the many notable strengths in the area of demographics include:

- High quality and talented staff with minimal turnover year to year
- Low student discipline rate
- Strong family and community ties
- High number of Spanish speaking employees

- Top quality customer service
- Inviting and supportive work environment
- Positive staff-leadership/student to student/ staff to student relationships/ parents and teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. **Root Cause:** Inconsistent monitoring and incentive programs

Problem Statement 2: In the 23-24 school year, only 33% of special education students met MOY MAP Reading grade level norms. **Root Cause:** Gap in phonics and comprehension skills and lack of student engagement to testing format

Student Learning

Student Learning Summary

Worth Heights Elementary has strong, robust instructional practices that build successful and engaged learners.

STAAR Data 21-22

- *Overall TEA Rating: 93- A*
- Student Achievement: C-76
- School Progress: A-91
- Closing the Gaps: A-98
- 2 distinctions (Top 25% Closing the Gaps & Post Secondary Readiness)

STAAR Data 22-23

Math	83% Approaches	54% Meets	20% Masters
Reading	74% Approaches	47% Meets	14% Masters

*Still pending TEA rating for the 22-23 school year

23-24 MOY MAP DATA

47% Meet or Exceeded Math RIT

47% Meet or Exceeded Reading RIT

Student Learning Strengths

Worth Heights has many strengths, some of the many notable strengths in the area of student learning include:

- Strong fidelity to implementing new curriculums (Amplify & Eureka) while customizing to meet student needs, progress monitoring and interventions
- Data driven planning and intentional PLC processes with Instructional Coach and Admin
- Implementation of DDI practices

- *Know and Show Charts*

- *Mapping out the TEKS/Instructional Planning Calendars*
- *Formative Assessments/Exit Tickets*
- *Planning with the End in Mind*
-
- *Utilization of Lead4ward Tools and Resources*

1. *Instructional Strategy Playlist*

2. *IQ Analysis*

3. *Field Guides*

4. *Quick Checks/Teacher Learning Reports*

- Focus on Writing- Schoolwide Writing Initiative

- *Principal Writing Challenge*
- *Writing Hall of Fame*
- *#Writealittle #Writealot*
- *Think, Talk, Write*

- Aligned and targeted instruction

- Maximizing instructional minutes

- Continuously building a climate of engaged and motivated students

- High student participation and engagement

- Fidelity to LEXIA and Dreambox intervention programs, Scholastic News and Flocabulary

- High participation to Accelerated Reader- motivational reading program

- Motivational incentives – AR 100 board, treasure passes, Star Student of the 6 weeks, Book vending machine

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Of our current 23-24 2nd grade students, only 32% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics and foundational reading skills, lack of proper transitioning in languages for EB students

Problem Statement 2: In the 22-23 school year, only 65% of 3rd graders met the APPROACHING standard on STAAR English reading. **Root Cause:** Limited practice on typing constructed responses, lack of typing skills in complete sentences and addressing the prompt, lack of stamina for length

School Processes & Programs

School Processes & Programs Summary

Worth Heights offers a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, one way dual language, counseling services, small group interventions. Worth Heights also offers adult language education on campus.

Through our intentional and targeted planning in PLCs and implementation of DDI practices, teachers are aligned to the curriculum, state standards and best practices throughout the content areas. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

Our student enrichment programs include; Student Ambassadors, Cowboy Choir, Spelling and Math Bee, Battle of the Books.

Worth Heights offers one to one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Addition of campus monitor position this year has increased security best practices as well as parent volunteers. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, Family Fun Run and Wellness Event etc.)

Restorative practices and training in place for all staff that builds strong relationships and problem solving skills. Student Support Team meets regularly to discuss student needs such as attendance, interventions, speech and academic testing, behavioral supports.

School Processes & Programs Strengths

Worth Heights has many strengths some of the many notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment- DDI practices
- Technology- Ben Qin every classroom, 1 to 1 technology, interactive apps and assessments
- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Strong systems that support safety and wellness for students and adults

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause:**

Gaps in foundational math skills, testing format

Problem Statement 2: In the 22-23 school year, only 33% of 3rd graders met the MEETS standard on STAAR math. **Root Cause:** Limited technology knowledge in the area of math and transferring problems from screen to paper, practice of new question types, difficulty with problem solving skills

Perceptions

Perceptions Summary

Worth Heights is a tight knit, established community. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. Parent commitment to the school and support of teachers and staff is very high, however due to the percentage of families that struggle financially, parent education and language barrier can sometimes hinder parent involvement and support directly to the different aspects of the school.

We employ high quality and talented staff with minimal turnover year to year.

Shared pride throughout the building and staff. Collaboration and teamwork are at the heart of all we do and help contribute to a welcoming and safe school environment. Teachers and staff create student centered classrooms that are highly engaging.

Staff involvement and participation with activities outside the scope of their primary role is always high.

Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.

Families within the community that no longer have students that attend the campus still come to school events like school carnivals, PTA events, musical programs, etc.

Strong, top quality customer service to all stakeholders.

Safety and wellness systems

Perceptions Strengths

Worth Heights has many strengths, some of the many notable strengths in the area of Perceptions are:

- Student support through their relationships with friends, family, and adults at school.
- Inviting work environment
- Strong Family Engagement Specialist that provides support and coordinates volunteer opportunities.
- Strong attendance at family events throughout the year: Santa Night, Family Fun Run, South Hills Pyramid Event, Spring Fling Event, Science Night at the Museum, Open House and Meet the Teacher
- Strong parent communication systems through Blackboard, Dojo, social media, flyers and email

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Worth Heights has a lack of direct parental involvement with only 70 members active on PTA, as well as low community partners. **Root Cause:** Lack of understanding of programs and commitment levels

Problem Statement 2: In the 23-24 school year, minimal student voice and student leadership opportunities for students. **Root Cause:** Lack of staff members to lead these opportunities and lack of knowledge of opportunities to incorporate

Priority Problem Statements

Problem Statement 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports.

Root Cause 1: Inconsistent monitoring and incentive programs

Problem Statement 1 Areas: Demographics

Problem Statement 2: Of our current 23-24 2nd grade students, only 32% met or exceeded their projected growth measure on the MOY Reading MAP data.

Root Cause 2: Gaps in phonics and foundational reading skills, lack of proper transitioning in languages for EB students

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data.

Root Cause 3: Gaps in foundational math skills, testing format

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Worth Heights has a lack of direct parental involvement with only 70 members active on PTA, as well as low community partners.

Root Cause 4: Lack of understanding of programs and commitment levels

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

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
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: June 17, 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 83% to 88% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 94% by May 2025.

Increase the percentage of ED Spanish students from 84% to 88% by May 2025.

Evaluation Data Sources: BOY-MOY-EOY Circle Data

Strategy 1: 1. Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83% to 88% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 94% by May 2025.

Increase the percentage of ED Spanish students from 84% to 88% by May 2025.

Staff Responsible for Monitoring: Leadership Team and PK Team

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PK teachers attend and progress through the required professional learning for Creative Curriculum working alongside the Early Learning department.</p> <p>Intended Audience: Leadership Team, PK Team and Early Learning department</p> <p>Provider / Presenter / Person Responsible: Leadership Team, PK Team and Early Learning department</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83% to 88% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 94% by May 2025.

Increase the percentage of ED Spanish students from 84% to 88% by May 2025.

Staff Responsible for Monitoring: Leadership Team and PK Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs.</p> <p>Intended Audience: PK Team and Leadership Team</p> <p>Provider / Presenter / Person Responsible: PK Team and Leadership Team</p> <p>Date(s) / Timeframe: Weekly PLCs</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Of our current 23-24 2nd grade students, only 32% met or exceeded their projected growth measure on the MOY Reading MAP data. Root Cause: Gaps in phonics and foundational reading skills, lack of proper transitioning in languages for EB students</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 49% to 55% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 51% to 60% by May 2025.

Increase the percentage of English special education or the student group that is most marginalized by instruction on our campus from 26% to 40% by May 2025.

Evaluation Data Sources: BOY-MOY-EOY Fluency data

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 49% to 55% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 51% to 60% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 40% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: K-3rd teachers continue to focus on skills and phonics instruction and progress monitoring through literacy levels. Intended Audience: K-3rd teachers Provider / Presenter / Person Responsible: Leadership team, K-3rd teachers Date(s) / Timeframe: PLCs, Designated Planning Days, Daily instruction Collaborating Departments: Literacy department Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 49% to 55% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 51% to 60% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 40% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

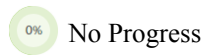
Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKS based instruction and the DDI process.</p> <p>Intended Audience: Leadership Team, Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: PLCs, Designated Planning Days Collaborating Departments: Literacy department Delivery Method: face to face</p> <p>Funding Sources: General Instructional supplies - BEA (199 PIC 25) - 199-11-6399-001-184-25-313-000000 - \$1,748</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. Root Cause: Inconsistent monitoring and incentive programs</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 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 70% 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 65% to 70% by May 2025.

Increase the percentage of English special education students or group that is most marginalized by instruction on our campus from 25% to 45% by May 2025.

Evaluation Data Sources: BOY--MOY-EOY MAP Growth data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/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: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 70% 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 65% to 70% by May 2025.

Increase the percentage of English special education students or group that is most marginalized by instruction on our campus from 25% to 45% by May 2025.

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:

2.4





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. Intended Audience: K-5th Reading Teachers and Leadership Team Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: PLCs, Designated Planning Days Collaborating Departments: Literacy Department Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 70% 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 65% to 70% by May 2025.

Increase the percentage of English special education students or group that is most marginalized by instruction on our campus from 25% to 45% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKS based instruction and the DDI process.</p> <p>Intended Audience: K-5th Reading Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: PLCs, Designated Planning Days Collaborating Departments: Literacy department Delivery Method: face to face</p> <p>Funding Sources: Title 1 math and reading teacher - TITLE I (211) - 211-11-6119-04E-184-30-510-000000-25F10 - \$80,000</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 3 Problem Statements:

Demographics
<p>Problem Statement 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. Root Cause: Inconsistent monitoring and incentive programs</p>
Student Learning
<p>Problem Statement 1: Of our current 23-24 2nd grade students, only 32% met or exceeded their projected growth measure on the MOY Reading MAP data. Root Cause: Gaps in phonics and foundational reading skills, lack of proper transitioning in languages for EB students</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 88% to 93% by May 2025.

Increase the percentage of Spanish ED students or the student group that is most marginalized by instruction on our campus from 55% to 65% by May 2025.

Evaluation Data Sources: BOY-MOY-EOY Circle data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 88% to 93% by May 2025.

Increase the percentage of Spanish ED students or the student group that is most marginalized by instruction on our campus from 55% to 65% by May 2025.

Staff Responsible for Monitoring: Leadership team and PK team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PK teachers attend and progress through the required professional learning for Creative Curriculum alongside the Early Learning department.</p> <p>Intended Audience: Leadership Team and PK Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: PLCs, Designated Planning Days</p> <p>Collaborating Departments: Early Learning department</p> <p>Delivery Method: face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 88% to 93% by May 2025.

Increase the percentage of Spanish ED students or the student group that is most marginalized by instruction on our campus from 55% to 65% by May 2025.

Staff Responsible for Monitoring: Leadership team and PK team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

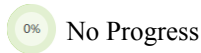
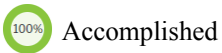
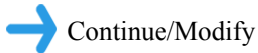

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs.</p> <p>Intended Audience: Leadership Team and PK teachers</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Date(s) / Timeframe: PLCs, Designated Planning Days</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills, testing format</p>

Goal 2: Early Math

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

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

Increase the percentage of English ED or the student group that is most marginalized by instruction on our campus from __% to __% by May 2025.

Evaluation Data Sources: TX KEA Data

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

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from __% to __% by May 2025.

Increase the percentage of English ED or the student group that is most marginalized by instruction on our campus from __% to __% by May 2025.

Staff Responsible for Monitoring: Leadership team and kinder teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


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


Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria and calibrate with AP. Intended Audience: Principal, AP and CIC Provider / Presenter / Person Responsible: Principal, AP and CIC Date(s) / Timeframe: Weekly Collaborating Departments: none Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from __% to __% by May 2025.

Increase the percentage of English ED or the student group that is most marginalized by instruction on our campus from __% to __% by May 2025.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLC focus of lesson internalization and planning and customizing TEKS based math lessons. Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: PLCs Collaborating Departments: none Delivery Method: face to face	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 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills, testing format

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 70% to 80% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 30% to 50% by May 2025.

Evaluation Data Sources: BOY-MOY-EOY MAP Growth

Strategy 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 53% to 70% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 29% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps.</p> <p>Intended Audience: Teachers and Leadership Team Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: PLCs, Designated Planning Days Collaborating Departments: none Delivery Method: face to face</p> <p>Funding Sources: Substitutes for professional development - TITLE I (211) - 211-11-6112-0PD-184-30-510-000000-25F10 - \$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: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 53% to 70% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 29% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team and math teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLC focus of lesson internalization and planning and customizing TEKS based math lessons. Intended Audience: Math teachers and Leadership team Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: PLCs, professional development days Collaborating Departments: Math department Delivery Method: face to face	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 3: Assess training needs for the use of electronic resources and processes for campuses on procedures for MTSS, dyslexia, 504 referrals, referral for FIEs in order to expand professional learning offerings.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 53% to 70% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 29% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team and special education staff and teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

- Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development to teachers on Don Johnston Accessibility Tools and Goalbook on strategies to utilize and support students of diverse learning needs.</p> <p>Intended Audience: Special education teachers, diagnostician, leadership team</p> <p>Provider / Presenter / Person Responsible: Special education teachers, diagnostician, leadership team</p> <p>Date(s) / Timeframe: PLCs, professional development days</p> <p>Collaborating Departments: Special education department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Supplies and materials for special education students - SPED (199 PIC 23) - \$4,053</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills, testing format</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 60% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 15% to 40% by May 2025.

Evaluation Data Sources: 3rd-5th STAAR reports and FWISD interim scores

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 from 49% to 65% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 24% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team and reading teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.</p> <p>Intended Audience: Leadership team, all staff and teachers</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: varied</p> <p>Delivery Method: face to face, email, phone calls</p> <p>Funding Sources: Supplies and instructional materials - BASIC (199 PIC 11) - 199-11-6321-XXX-184-11-313-000000- - \$20,200</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 49% to 65% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 24% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team and reading teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKs based instruction and the DDI process.</p> <p>Intended Audience: Leadership team and reading teachers Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: PLCs, professional development days Delivery Method: face to face</p> <p>Funding Sources: reading and instructional materials for classroom - TITLE I (211) - 211-11-6329-04E-184-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Of our current 23-24 2nd grade students, only 32% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics and foundational reading skills, lack of proper transitioning in languages for EB students

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 49% to 70% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 10% to 35% by May 2025.

Evaluation Data Sources: 3rd-5th STAAR reports and FWISD interim scores

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 Math from 53% to 76% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 29% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team and math teachers

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: Designated PD days Collaborating Departments: TBD Delivery Method: face to face Funding Sources: supplies and materials for instructional use - TITLE I (211) - 211-11-6399-04E-184-30-510-000000-25F10 - \$8,360	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 53% to 76% by May 2025.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 29% to 50% by May 2025.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLC focus of lesson internalization and planning TEKS based lessons.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Date(s) / Timeframe: PLCs, professional development days</p> <p>Collaborating Departments: math department as needed</p> <p>Delivery Method: face to face</p> <p>Funding Sources: supplies and materials for the classroom - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - \$3,655, Reading materials for the classroom - SCE (199 PIC 24) - 199-11-6329-001-184-24-313-000000- - \$1,000, Furniture (rug and bookshelf) for classroom - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - \$1,000</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 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Of our current 23-24 1st grade students, only 20% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause:** Gaps in foundational math skills, testing format

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 17% to 9% by May 2025.

Evaluation Data Sources: ADQ reports, FWISD Focus, reports and documentation from counselor, clerk and FES

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 17% to 9% by May 2025.

Staff Responsible for Monitoring: Leadership team, FES, counselor

Title I:

4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 3: Positive School Culture


- Results Driven Accountability


Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Counselor will monitor student attendance, especially in the area of OSP, and collaborate with admin and teachers to track students and provide support services and interventions.</p> <p>Intended Audience: Leadership team and teachers</p> <p>Provider / Presenter / Person Responsible: Leadership team and teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. **Root Cause:** Inconsistent monitoring and incentive programs

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 8 to 4 by May 2025.

Evaluation Data Sources: ADQ and Focus reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 8 to 4 by May 2025.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:

2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Celebrate and acknowledge students' academic gains (treasure box, reading reward cart, star student) Intended Audience: Students and staff Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: Ongoing Collaborating Departments: TBD Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.</p> <p>Intended Audience: Teachers and leadership team Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: Ongoing Collaborating Departments: TBD Delivery Method: face to face, emails</p> <p>Funding Sources: supplies and materials for the classroom - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-184-99-313-000000- - \$6,800</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 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. Root Cause: Inconsistent monitoring and incentive programs</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 from 4 to 1 by May 2025.

Evaluation Data Sources: ADQ and FOCUS reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

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

Staff Responsible for Monitoring: Leadership team and teachers

Title I:

2.5

- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:


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

Problem Statements: Demographics 1


Action Step 1 Details	Reviews			
Action Step 1: Celebrate and acknowledge students' academic gains (treasure box, reading reward cart, star student) Intended Audience: All staff Provider / Presenter / Person Responsible: All staff Date(s) / Timeframe: Ongoing Collaborating Departments: TBD Delivery Method: face to face Funding Sources: Supplies and materials for GT students - GT (199 PIC 21) - \$605	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: In the 23-24 school year attendance has dropped for our Hispanic population to 93.8% as of February 2024 per ADQ reports. **Root Cause:** Inconsistent monitoring and incentive programs

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 activities during and outside the school day as evidenced by participation in key strategic events and programs from 6 to 9 by May 2025.

Evaluation Data Sources: Communication artifacts, sign-ins, volunteer hours

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

Strategy's Expected Result/Impact: Increase the number of student and parent activities during and outside the school day as evidenced by participation in key strategic events and programs from 6 to 9 by May 2025.

Staff Responsible for Monitoring: Leadership team, FES and teachers

Title I:

4.2

- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:


Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: FES will host monthly family classes/events to provide educational information to strengthen the home/school partnership.</p> <p>Intended Audience: Stakeholders</p> <p>Provider / Presenter / Person Responsible: FES and Leadership team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: TBD</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Snacks for family events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-184-30-510-000000-25F10 - \$2,000, supplies for parent events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-184-30-510-000000-25F10 - \$700</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Worth Heights has a lack of direct parental involvement with only 70 members active on PTA, as well as low community partners. **Root Cause:** Lack of understanding of programs and commitment levels

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Title 1 math and reading teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-184-30-510-000000-25F10	\$80,000.00
2	3	1	1	Substitutes for professional development	Subs for professional development	211-11-6112-0PD-184-30-510-000000-25F10	\$5,000.00
3	1	2	1	reading and instructional materials for classroom	Reading materials & Software for classroom use	211-11-6329-04E-184-30-510-000000-25F10	\$6,000.00
3	2	1	1	supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-25F10	\$8,360.00
Sub-Total							\$99,360.00
Budgeted Fund Source Amount							\$99,360.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	supplies for parent events	Supplies and materials for parental involvement	211-61-6399-04L-184-30-510-000000-25F10	\$700.00
4	4	1	1	Snacks for family events	Snacks for parents to promote participation	211-61-6499-04L-184-30-510-000000-25F10	\$2,000.00
Sub-Total							\$2,700.00
Budgeted Fund Source Amount							\$2,700.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and instructional materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-184-11-313-000000-	\$20,200.00
Sub-Total							\$20,200.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$20,200.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Supplies and materials for GT students	GENERAL SUPPLIES		\$605.00
Sub-Total							\$605.00
Budgeted Fund Source Amount							\$605.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	3	1	Supplies and materials for special education students	INSTRUCTIONAL MATERIALS		\$4,053.00
Sub-Total							\$4,053.00
Budgeted Fund Source Amount							\$4,053.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Furniture (rug and bookshelf) for classroom	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	\$1,000.00
3	2	2	1	Reading materials for the classroom	Reading materials for classroom use	199-11-6329-001-184-24-313-000000-	\$1,000.00
3	2	2	1	supplies and materials for the classroom	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	\$3,655.00
Sub-Total							\$5,655.00
Budgeted Fund Source Amount							\$5,655.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	General Instructional supplies	Supplies and materials - instruction	199-11-6399-001-184-25-313-000000	\$1,748.00
Sub-Total							\$1,748.00
Budgeted Fund Source Amount							\$1,748.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	supplies and materials for the classroom	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-184-99-313-000000-	\$6,800.00
Sub-Total							\$6,800.00
Budgeted Fund Source Amount							\$6,800.00
+/- Difference							\$0.00
Grand Total Budgeted							\$141,121.00
Grand Total Spent							\$141,121.00
+/- 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