

**Fort Worth Independent School District**  
**122 Diamond Hill Elementary School**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

To prepare all students to be life-long learners who are responsible, kind and productive members of the community.

# **Vision**

Diamond Hill Elementary is a place of excellence where all students are engaged in high quality, real world learning.

# **Value Statement**

At DHE we are respectful, responsible, and safe!

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# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Built in 1885, the first school in the Diamond Hill area was named Ellis school and was originally part of the Marine Common school district. It was a small one-room wooden structure located on NE 29th st. By 1924, Diamond Hill officially became part of the Fort Worth school system. The Diamond Hill Elementary School (DHE) mission is to empower all students with a growth mindset who become lifelong learners that are responsible leaders of the community. DHE is a safe place where all students are engaged in high-quality, equitable, real-world learning.

Currently, we serve **494** students in the surrounding neighborhood with a student population composed of **94.5%** Hispanic, **3.1%** White, **1.5%** African American, **.3%** Asian, and **.5%** two or more. More than **25%** of our faculty and staff either grew up in the neighborhood or attended DHE. Our school offers Bilingual and Gifted & Talented programs, as well as two branches of Special Education—Inclusion and RISE. Our school is supported by a number of community partners such as Fed Ex, Food City, Kiwanis, and Blue Zones.

### Demographics Strengths

All our bilingual students are serviced by a bilingual certified teacher. Special education (SE) students are serviced by SE-certified teachers and Teacher Assistants. Our dyslexia-identified students are serviced by two certified dyslexia teachers.

One of our Dyslexia Teachers, SE Teachers, and SE Teacher Assistants are bilingual which allows for our bilingual population to be serviced. Our campus is composed of **94.5%** Hispanic.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance rate has been below 95%, our year to date percentage is 94%. **Root Cause:** There is a need to communicate expectations regarding attendance and late arrivals with families. Also, families need to be aware of the impact of attendance and punctuality on academic growth and achievement.

**Problem Statement 2 (Prioritized):** The decrease in community partnerships for our school is impacting our students and the school's need for mentorship and funding. **Root Cause:** There is a need for a system to recruit new community partners, and build capacity to petition grants.

# Student Learning

## Student Learning Summary

### UPDATE DATA after 2024 STAAR and EOY MAP

#### 2024 STAAR 3-5:

**2024 MOY MAP Growth Math** Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%

**2024 MAP Growth Reading** Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%

#### Student Learning Strengths

MOY MAP Math percentage of students meeting their projected growth is 59%.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%) **Root Cause:** There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 2 (Prioritized):** MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%) **Root Cause:** There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 3:** Students are not writing at grade level as evidenced by walkthrough data (will integrate into a strategy to support student achievement). **Root Cause:** There is a need for consistent streamlined implementation of best practices in regard to developing communication skills such as speaking and writing.

# School Processes & Programs

## School Processes & Programs Summary

In regard to curriculum and instruction, we utilize NWEA MAP Growth as our main source of data for Math and Reading. In addition, we prioritize Tier 1 instruction through weekly PLC meetings where we internalize lessons from our curricula (Amplify and Eureka) using the DDI process (Weekly Planning Meetings and Weekly Data Meetings). The DDI process allows our teachers to analyze data and student work in order to plan effective lessons. Another priority area is focusing on our students' SEL by implementing Restorative Practices. Lexia Core5 and DreamBox are additional programs utilized by our campus to maximize academic gains which hold students and teachers accountable for the sustained increase in reading and math RIT scores throughout the school year.

## School Processes & Programs Strengths

Diamond Hill Elementary School empowers students with a growth mindset who become lifelong learners and responsible leaders of the community. We offer a plethora of opportunities that enhance our students' overall development and equip them with skills for a lifetime. We have a partnership with the Optimist Club offering athletic activities such as football, softball, soccer, and cheer. We provide several leadership development programs like Student Council and Garden Club. Diamond Hill embraces the fine arts offering clubs such as choir, ballet, percussion, and art. DHE offers a safe environment where all students are engaged in high quality, equitable, real-world learning experiences.

Students that are not making adequate progress are targeted through MTSS/SST system where students needs are addressed. Our Instructional Coach supports the needs of our identified teachers through instructional and planning support.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. **Root Cause:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 2 (Prioritized):** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**Problem Statement 3:** Students are not writing at grade level as evidenced by walkthrough data (will integrate into a strategy to support student achievement). **Root Cause:** There is a need for consistent streamlined implementation of best practices in regard to developing communication skills such as speaking and writing.

**Problem Statement 4:** Current lesson planning practices lack a systematic approach that includes aligned formative assessments and timely interventions, hindering the ability to identify and address learning gaps in real-time. **Root Cause:** There is a need for a streamlined lesson planning process that embeds continuous formative assessments and tailored interventions, ensuring immediate feedback and support is provided to students for improved learning outcomes.

# Perceptions

## Perceptions Summary

DHE has fortified the implementation of our MTSS/SST system. Case load of students has been identified. SST members have been assigned to grade levels as a point of contact and guidance for the process. MTSS/SST meets at least once monthly to review case load and further steps in each individual case.

## Perceptions Strengths

Our teachers are receptive to guidance and ideas provided by the SST. Each grade level has an assigned case manager, who is a member of the SST, to guide them through the SST process, assist with Branching Minds and partner with them to assist with any concerns that arise.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The under-identification of students with individual needs has impacted our overall academic growth and achievement. **Root Cause:** There is a need to continue focusing on the effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring to ensure early identification when necessary.

**Problem Statement 2 (Prioritized):** Our parent and community involvement needs to increase to ensure that all stakeholders have the opportunity to contribute to the school community. **Root Cause:** There is a lack of differentiated systems regarding the communication channels between the school, parents and the community.

# Priority Problem Statements

**Problem Statement 1:** The under-identification of students with individual needs has impacted our overall academic growth and achievement.

**Root Cause 1:** There is a need to continue focusing on the effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring to ensure early identification when necessary.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Our parent and community involvement needs to increase to ensure that all stakeholders have the opportunity to contribute to the school community.

**Root Cause 2:** There is a lack of differentiated systems regarding the communication channels between the school, parents and the community.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs.

**Root Cause 3:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

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

**Problem Statement 4:** MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%)

**Root Cause 4:** There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%)

**Root Cause 5:** There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The decrease in community partnerships for our school is impacting our students and the school's need for mentorship and funding.

**Root Cause 6:** There is a need for a system to recruit new community partners, and build capacity to petition grants.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Our attendance rate has been below 95%, our year to date percentage is 94%.



**Root Cause 7:** There is a need to communicate expectations regarding attendance and late arrivals with families. Also, families need to be aware of the impact of attendance and punctuality on academic growth and achievement.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes.

**Root Cause 8:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**Problem Statement 8 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability 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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- 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
- 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
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent engagement rate

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

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

# Goals

Revised/Approved: April 16, 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 60% to 70% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 89% to 93% by May 2025.

Increase the percentage of ED students from 61% to 68% by May 2025.

**Evaluation Data Sources:** CLI

**Strategy 1:** Enhance the quality and alignment of Tier 1 instruction for all students by engaging in Data Driven Instruction PLCs, implementing ongoing learning walk opportunities, and utilizing the PK Creative Curriculum and Lesson Internalization process with fidelity. This ensures explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction occur daily.

**Strategy's Expected Result/Impact:** Increase the percentage of Prek students who score On Track on Circle Phonological Awareness in English and 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:** Teachers, Administrators, ILT 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 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in bi-weekly Data Driven Instruction (DDI) sessions focused on Planning and Practice, Analyzing Student Work, Utilizing Student Data, and incorporating district-approved resources like Creative Curriculum.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT Team, Early Learning Team  <b>Date(s) / Timeframe:</b> August- May 2025  <b>Collaborating Departments:</b> Early Learning Department  <b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Funding for furniture and equipment to support campus needs. - BASIC (199 PIC 11) - 199-11-6398-XXX-122-11-313-000000- - \$1,500, Funding for Student Incentives and Equipment servicing needed for daily instructional purposes. - BASIC (199 PIC 11) - 199-11-6299-XXX-122-11-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct walkthroughs and coaching conversations to ensure accountability in the implementation of the Pre-k curriculum.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin Team and Campus and District Level Instructional Coaches  <b>Date(s) / Timeframe:</b> August- May 2025  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In-Person/Online Feedback</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:** Teachers will participate in scheduled Multi-Tiered Systems of Support (MTSS)/SST meetings to provide targeted academic and behavioral support for students requiring additional assistance.

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

**Staff Responsible for Monitoring:** Pre-Kindergarten Teachers SST/MTSS Committee

**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:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Data such as CLI , observational logs, and student work will be analyzed and monitored during DDI rotations.</p> <p><b>Intended Audience:</b> Pre-Kindergarten Teachers, Teacher Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Leadership Team, Early Learning Department</p> <p><b>Date(s) / Timeframe:</b> August- May 2025</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Monthly meetings will be held with Pre-K teachers as part of their PLC rotations to address targeted areas of need such as speech, academics, and behavior.</p> <p><b>Intended Audience:</b> Pre-Kindergarten teachers, Teacher assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Pre-Kindergarten Teachers, SST/MTSS/ILT committee</p> <p><b>Date(s) / Timeframe:</b> August - May 2025</p> <p><b>Collaborating Departments:</b> Early Learning, MTSS Department</p> <p><b>Delivery Method:</b> 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:**

Student Learning
<p><b>Problem Statement 1:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
<p><b>Problem Statement 2:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. <b>Root Cause:</b> There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.</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 46% to 56% 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 30% to 40% by May 2025.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 60% by May 2025

**Evaluation Data Sources:** NWEA MAP Fluency

**Strategy 1:** Enhance the quality and alignment of Tier 1 instruction for all students by engaging in Data Driven Instruction PLCs, implementing ongoing learning walk opportunities, and utilizing the Amplify Curriculum and Lesson Internalization process with fidelity. This ensures explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction occur 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:** ILT 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:** Student Learning 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will engage in weekly Professional Learning Community (PLC) rotations, incorporating Data Driven Instruction (DDI), Planning, Analyzing Student Work, and the Multi-Tiered Systems of Support (MTSS) process. These sessions will focus on Planning and Practice, Utilizing Student Data, and integrating district-approved resources such as Amplify, TEKS Resources and Lead4ward.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT Team, Teachers, District Literacy and EB Dept.  <b>Date(s) / Timeframe:</b> August- May 2025  <b>Collaborating Departments:</b> Literacy and EB Department  <b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Supplemental support for all content areas (DDI, Data Tracking, Targeted Teacher Support) - TITLE I (211) - 211-13-6119-04E-122-30-510-000000-25F10 - \$86,919</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> A MAP data wall will be in each classroom to display students' patterns of growth and achievement, set goals, and self-monitor.</p> <p><b>Intended Audience:</b> Teachers, ILT Team  <b>Provider / Presenter / Person Responsible:</b> ILT Team  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> All Content &amp; EB Departments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. <b>Root Cause:</b> There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
<p><b>Problem Statement 2:</b> Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. <b>Root Cause:</b> There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.</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 45% to 55% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 62% to 72% by May 2025.

Increase the percentage of SE students from 30% to 40% by May 2025.

**Evaluation Data Sources:** NWEA MAP Growth Reading

**Strategy 1:** Enhance the quality and alignment of Tier 1 instruction for all students by engaging in Data Driven Instruction PLCs, implementing ongoing learning walk opportunities, and the Amplify Curriculum and Lesson Internalization process with fidelity. This ensures explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction occur 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 Reading Growth.

**Staff Responsible for Monitoring:** ILT 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:** Student Learning 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide additional planning opportunities for teachers via pull-outs before every six weeks to ensure teachers have the targeted TEKS unwrapped for the upcoming six week overview plans ready using the DDI protocol to accelerate student learning. These plans will include targeted days incorporating DL bridging and planning for language objectives.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT  <b>Date(s) / Timeframe:</b> August- May 2025  <b>Collaborating Departments:</b> All content area specialist  <b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Subs for profession development and supplemental teacher planning. - TITLE I (211) - 211-11-6112-OPD-122-30-510-000000-25F10 - \$7,000, Subs for profession development and supplemental teacher planning. - BASIC (199 PIC 11) - 199-11-6112-XXX-122-11-313-000000- - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers and students, including special populations, will have access to supplies and resources for classroom instruction.</p> <p><b>Intended Audience:</b> Teachers, Students  <b>Provider / Presenter / Person Responsible:</b> Principal, Administrative Assistant  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> Purchasing Department  <b>Delivery Method:</b> In-person/ Online</p> <p><b>Funding Sources:</b> Funding for supplies and resources geared towards GT student needs. - GT (199 PIC 21) - \$504, Funding for supplies and resources geared towards SPED student needs. - SPED (199 PIC 23) - \$2,545, Funding for supplies and resources geared towards GT student needs. - SCE (199 PIC 24) - 199-11-6399-001-122-24-313-000000- - \$6,350, Funding for supplies and resources geared towards EB student needs. - BEA (199 PIC 25) - 199-11-6399-001-122-25-313-000000 - \$3,700</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:**

Student Learning
<p><b>Problem Statement 2:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>

## School Processes & Programs

**Problem Statement 1:** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. **Root Cause:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 2:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**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 78% to 88% by May 2025.  
Increase the percentage of ED students from 72% to 78% by May 2025.

**Evaluation Data Sources:** Circle Math

**Strategy 1:** Enhance the quality and alignment of Tier 1 instruction for all students by engaging in Data Driven Instruction PLCs, implementing ongoing learning walk opportunities, and the PK Creative Curriculum and Lesson Internalization process with fidelity. This ensures explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction occur daily.

**Strategy's Expected Result/Impact:** Increase the percentage of Prek students who score On Track on Circle Mathematical Concepts. 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:** Teachers, ILT Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in bi-weekly Data Driven Instruction (DDI) sessions focused on Planning and Practice, Analyzing Student Work, Utilizing Student Data, and incorporating district-approved resources like Creative Curriculum.</p> <p><b>Intended Audience:</b> Pre-Kindergarten teachers and Teacher Assistants <b>Provider / Presenter / Person Responsible:</b> ILT Team, Early Learning Team <b>Date(s) / Timeframe:</b> August-May 2025 <b>Collaborating Departments:</b> Early Learning and Math Department <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Funding for general supplies for all subject areas. - BASIC (199 PIC 11) - 199-11-6399-XXX-122-11-313-000000- - \$4,255</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**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 African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ??% to ??% by May 2025. (pending data)

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** To enhance the quality and alignment of Tier 1 instruction for all students, teachers will actively participate in Data Driven Instruction PLCs, ongoing learning walk opportunities, and adhere to the Lesson Internalization process with fidelity, with a specific focus on math fluency and concept attainment. This comprehensive approach, combined with the utilization of the Math curriculum (Eureka), ensures daily explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction.

**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 Math Growth.

**Staff Responsible for Monitoring:** ILT 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:** Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will participate in weekly Data Driven Instruction (DDI) sessions focused on Planning and Practice, Analyzing Student Work, Utilizing Student Data, and incorporating district-approved resources like Eureka, TEKS Resources, and Lead4ward. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT Team <b>Date(s) / Timeframe:</b> August-May 2025 <b>Collaborating Departments:</b> Math Department, EB Department <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%) **Root Cause:** There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**School Processes & Programs**

**Problem Statement 2:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**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 47% to 57% by May 2025.

Increase the percentage of SE students from 38% to 45% by May 2025.

**Evaluation Data Sources:** NWEA MAP Growth

**Strategy 1:** To enhance the quality and alignment of Tier 1 instruction for all students, teachers will actively participate in Data Driven Instruction PLCs, ongoing learning walk opportunities, and adhere to the Lesson Internalization process with fidelity, with a specific focus on math fluency and concept attainment. This comprehensive approach, combined with the utilization of the Math curriculum (Eureka), ensures daily explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction.

**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 Math Growth.

**Staff Responsible for Monitoring:** ILT 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:** Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will participate in weekly Data Driven Instruction (DDI) sessions focused on Planning and Practice, Analyzing Student Work, Utilizing Student Data, and incorporating district-approved resources like Eureka, TEKS Resources, and Lead4ward. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT Team <b>Date(s) / Timeframe:</b> August-May 2025 <b>Collaborating Departments:</b> Math Department, EB Department <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Improve the quality of Tier 1 instruction through the usage of targeted researched based materials and practices, data analysis, and differentiated supplemental support.

**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 Math Growth.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.5

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in weekly Data Driven Instruction (DDI) sessions focused on Planning and Practice, Analyzing Student Work, Utilizing Student Data, and incorporating district-approved resources like Eureka, TEKS Resources, and Lead4ward.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT Team</p> <p><b>Date(s) / Timeframe:</b> August-May 2025</p> <p><b>Collaborating Departments:</b> Math Department, EB Department</p> <p><b>Delivery Method:</b> In person</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>

## School Processes & Programs

**Problem Statement 1:** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. **Root Cause:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 2:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

**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 21% to 45% by May 2025. Increase the percentage of ELL/EB from 19% to 29% by May 2025.

**Evaluation Data Sources:** STAAR Reading

**Strategy 1:** Instruction is delivered daily to students incorporating the depth and complexity of grade-level and advanced standards, encompassing student performance tasks, classroom activities, assignments, and both formative and summative assessments as outlined in the Curriculum Framework across all courses and for every student.

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

**Staff Responsible for Monitoring:** Teachers, ILT Team

**Title I:**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Pre-K - 5th grade teachers will prioritize and create abundant and purposeful opportunities for students to actively participate in Critical Writing across all subject areas, integrating the use of rubrics to support and assess their progress.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> Literacy and EB Departments  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Funding for student travel. - BASIC (199 PIC 11) - 199-11-6412-XXX-122-11-313-000000- - \$5,000, Funding for general office supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-122-99-313-000000- - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Implement comprehensive school-wide problem-solving and comprehension strategies ensuring consistent integration and application in every classroom setting.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> Literacy and EB Departments  <b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> Funding for library resources and books in both English and Spanish to support overall literacy. - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-122-99-313-000000- - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Ensure clear understanding among our staff of the Bilingual Expectations such as language objectives, classroom environment, visual supports, bridging, etc. by providing PD and clear expectations.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT and EB Department  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> EB Department  <b>Delivery Method:</b> 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:** Establish and nurture a culture driven by data to ensure that decisions are grounded in evidence, ultimately resulting in positive student outcomes.

**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 & ILT

**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:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 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.</p> <p><b>Intended Audience:</b> Teachers &amp; Students  <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> Literacy and EB Departments  <b>Delivery Method:</b> In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will provide tutoring opportunities for students before school, after school, and on Saturdays during the school year.</p> <p><b>Intended Audience:</b> Teachers and At-risk students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> September-April 2025  <b>Collaborating Departments:</b> Math, Reading, and Bilingual Departments  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Funding for providing supplemental support during Saturday Camps and Tutoring. - TITLE I (211) - 211-11-6116-04E-122-30-510-000000-25F10 - \$2,000, Supplemental supplies and materials for instructional use. - TITLE I (211) - 211-11-6399-04E-122-30-510-000000-25F10 - \$5,290.60, Funding for providing supplemental support during Saturday Camps and Tutoring. - BASIC (199 PIC 11) - 199-11-6116-XXX-122-11-313-000000- - \$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 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (Percentage of Students Who Met Growth Projection: K-36%, 1st-27%, 2nd-36%, 3rd-44%, 4th-50%, and 5th-52%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Reading Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. <b>Root Cause:</b> There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.</p>

**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 32% to 42% by May 2025. Increase the percentage of ELL/EB from 25% to 35% by May 2025.

**Evaluation Data Sources:** STAAR Math

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

**Title I:**

2.4, 2.5

**- TEA Priorities:**

Build a foundation of reading and math, 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:** Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 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.</p> <p><b>Intended Audience:</b> Teachers &amp; Students  <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT  <b>Date(s) / Timeframe:</b> August-May 2025  <b>Collaborating Departments:</b> Math and EB Departments  <b>Delivery Method:</b> In person</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> MAP Projected GROWTH measures from: BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (Percentage of Students Who Met Growth Projection: K-44%, 1st-38%, 2nd-43%, 3rd-44%, 4th-59%, and 5th-48%) <b>Root Cause:</b> There is a need to continue to build capacity pertaining to Math Data Driven instruction including TEKS-Curriculum alignment, progress monitoring, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>

### School Processes & Programs

**Problem Statement 1:** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. **Root Cause:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Problem Statement 2:** Current lesson planning practices frequently lack a systematic approach to incorporate real-time student performance data, resulting in missed opportunities for targeted instruction and optimal learning outcomes. **Root Cause:** There is a critical need to develop and implement actionable, data-driven lesson planning framework that can dynamically adapt to student's varying abilities, provide measurable progress indicators, and maintain adherence to educational standards.

### Perceptions

**Problem Statement 1:** The under-identification of students with individual needs has impacted our overall academic growth and achievement. **Root Cause:** There is a need to continue focusing on the effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring to ensure early identification when necessary.

**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 21% to 15% by May 2025.

Decrease the number and percentage of SE students from 35% to 28% by May 2025.

**Evaluation Data Sources:** Attendance Data

**Strategy 1:** Align and leverage programs, resources, and systems of support (Student Support Team, MTSS) to improve daily attendance, improve response to discipline (Restorative Practices, De-escalation, Classroom Management, etc.), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Improve the daily attendance rate and ensure that all students have access to a safe supportive and culturally responsive learning environment.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.5, 2.6

**- 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

**Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Build capacity with our staff pertaining to restorative practices, behavior de-escalation strategies, classroom management, etc. by facilitating PD in partnership with Psychological Services and Restorative Practices Departments.</p> <p><b>Intended Audience:</b> Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT, Psychological Services and Restorative Practices Departments</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Collaborating Departments:</b> Psychological Services and Restorative Practices Departments</p> <p><b>Delivery Method:</b> In-person, SMORE</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Family Engagement Specialist will conduct daily calls to students and families who are absent and document phone calls as evidenced via Qualtrics.</p> <p><b>Intended Audience:</b> Families  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> August 2024 - May 2025  <b>Collaborating Departments:</b> Parent Partnerships  <b>Delivery Method:</b> In-person, phone calls</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Attendance committee will meet monthly to review student absences and develop a system to incentivize daily attendance as well as provide support for students who are chronically absent.</p> <p><b>Intended Audience:</b> Families  <b>Provider / Presenter / Person Responsible:</b> Attendance committee, teachers, FES  <b>Date(s) / Timeframe:</b> August 2024 - 2025  <b>Collaborating Departments:</b> Parent Partnerships  <b>Delivery Method:</b> 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><b>Problem Statement 1:</b> Our attendance rate has been below 95%, our year to date percentage is 94%. <b>Root Cause:</b> There is a need to communicate expectations regarding attendance and late arrivals with families. Also, families need to be aware of the impact of attendance and punctuality on academic growth and achievement.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. <b>Root Cause:</b> There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
Perceptions
<p><b>Problem Statement 1:</b> The under-identification of students with individual needs has impacted our overall academic growth and achievement. <b>Root Cause:</b> There is a need to continue focusing on the effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring to ensure early identification when necessary.</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:** Increase positive response by students to the learning environment on the district's climate survey from ??% to ??% by May 2025. Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ??% to ??% by May 2025. (pending data)

**Evaluation Data Sources:** Pending Source

**Strategy 1:** Align and leverage programs, resources, and systems of support (Student Support Team, MTSS) to improve daily attendance, improve response to discipline (Restorative Practices, De-escalation, Classroom Management, etc.), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Improve the learning environment of all students as evidenced in our office referral data.

**Staff Responsible for Monitoring:** ILT, SST

**Title I:**

2.6

**- TEA Priorities:**


Recruit, support, retain teachers and principals

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize Family Engagement Specialist to spearhead family workshops, events, and community activities.</p> <p><b>Intended Audience:</b> Teachers, Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Parent Leaders, ILT</p> <p><b>Date(s) / Timeframe:</b> August-May 2025</p> <p><b>Collaborating Departments:</b> Family Engagement</p> <p><b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Funding for parental and community engagement snacks - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-122-30-510-000000-25F10 - \$1,000, Funding for Family Science Night - TITLE I (211) - 211-61-6299-04L-122-30-510-000000-25F10 - \$800, Funding for parental and community engagement activities and events. - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-122-30-510-000000-25F10 - \$1,772, Non-Contracted Support - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-122-99-313-000000- - \$5,000, Funding for Extra Duty Safety - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-122-99-313-000000- - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. **Root Cause:** There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.

**Perceptions**

**Problem Statement 1:** The under-identification of students with individual needs has impacted our overall academic growth and achievement. **Root Cause:** There is a need to continue focusing on the effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring to ensure early identification when necessary.

**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 ELL students from 14 to 7 by May 2025.

**Evaluation Data Sources:** FOCUS out-of-school suspensions report

**Strategy 1:** Align and leverage programs, resources, and systems of support (Student Support Team, MTSS) to improve daily attendance, improve response to discipline (Restorative Practices, De-escalation, Classroom Management, etc.), and increase parent/school engagement.

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

**Staff Responsible for Monitoring:** ILT, SST

**Title I:**

2.5, 2.6

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build capacity with our staff pertaining to restorative practices, behavior de-escalation strategies, classroom management, etc. by facilitating PD in partnership with Psychological Services and Restorative Practices Departments. <b>Intended Audience:</b> Staff <b>Provider / Presenter / Person Responsible:</b> ILT, Psychological Services and Restorative Practices Departments <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Psychological Services and Restorative Practices Departments <b>Delivery Method:</b> In-person, SMORE	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide additional professional development and support to teachers (as identified through walk-through and referral data) needing support implementing behavioral, restorative and classroom management structures and strategies.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Psychological Services and Restorative Practices Departments</p> <p><b>Delivery Method:</b> In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our attendance rate has been below 95%, our year to date percentage is 94%. <b>Root Cause:</b> There is a need to communicate expectations regarding attendance and late arrivals with families. Also, families need to be aware of the impact of attendance and punctuality on academic growth and achievement.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. <b>Root Cause:</b> There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Our parent and community involvement needs to increase to ensure that all stakeholders have the opportunity to contribute to the school community. <b>Root Cause:</b> There is a lack of differentiated systems regarding the communication channels between the school, parents and the community.</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 positive perception of parents on Engagement on the district's Parent Survey from ???% to ???% by May 2025. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from ???% to ???% by May 2025. (pending data)

**Evaluation Data Sources:** Pending Source

**Strategy 1:** Align and leverage programs, resources, and systems of support (Student Support Team, MTSS) to improve daily attendance, improve response to discipline (Restorative Practices, De-escalation, Classroom Management, etc.), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Increase the positive perception of parents on engagement.

**Staff Responsible for Monitoring:** ILT, FES

**Title I:**

2.6, 4.1, 4.2

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1, 2 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build capacity with our staff pertaining to restorative practices, behavior de-escalation strategies, classroom management, etc. by facilitating PD in partnership with Psychological Services and Restorative Practices Departments. <b>Intended Audience:</b> Staff <b>Provider / Presenter / Person Responsible:</b> ILT, Psychological Services and Restorative Practices Departments <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Psychological Services and Restorative Practices Departments <b>Delivery Method:</b> In-person, SMORE	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize Family Engagement Specialist to spearhead family workshops, events, and community activities. <b>Intended Audience:</b> Teachers, Families <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Parent Leaders, ILT <b>Date(s) / Timeframe:</b> August-May 2025 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Our attendance rate has been below 95%, our year to date percentage is 94%. <b>Root Cause:</b> There is a need to communicate expectations regarding attendance and late arrivals with families. Also, families need to be aware of the impact of attendance and punctuality on academic growth and achievement.
<b>Problem Statement 2:</b> The decrease in community partnerships for our school is impacting our students and the school's need for mentorship and funding. <b>Root Cause:</b> There is a need for a system to recruit new community partners, and build capacity to petition grants.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> During the 2023-2024 school year, we have seen an increase of academic, behavior, and mental health needs in our students as noted in our DHE student support logs. <b>Root Cause:</b> There is a need to build capacity and monitor the effective use of Data Driven Instruction, differentiated instruction, flexible grouping, active engagement, and classroom behavior strategies.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Our parent and community involvement needs to increase to ensure that all stakeholders have the opportunity to contribute to the school community. <b>Root Cause:</b> There is a lack of differentiated systems regarding the communication channels between the school, parents and the community.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplemental support for all content areas (DDI, Data Tracking, Targeted Teacher Support)	Instructional Coach	211-13-6119-04E-122-30-510-000000-25F10	\$86,919.00
1	3	1	1	Subs for profession development and supplemental teacher planning.	Subs for professional development	211-11-6112-0PD-122-30-510-000000-25F10	\$7,000.00
3	1	2	2	Supplemental supplies and materials for instructional use.	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-25F10	\$5,290.60
3	1	2	2	Funding for providing supplemental support during Saturday Camps and Tutoring.	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-122-30-510-000000-25F10	\$2,000.00
4	2	1	1	Funding for Family Science Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-122-30-510-000000-25F10	\$800.00
<b>Sub-Total</b>							\$102,009.60
<b>Budgeted Fund Source Amount</b>							\$102,009.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Funding for parental and community engagement snacks	Snacks for parents to promote participation	211-61-6499-04L-122-30-510-000000-25F10	\$1,000.00
4	2	1	1	Funding for parental and community engagement activities and events.	Supplies and materials for parental involvement	211-61-6399-04L-122-30-510-000000-25F10	\$1,772.00
<b>Sub-Total</b>							\$2,772.00
<b>Budgeted Fund Source Amount</b>							\$2,772.00
<b>+/- Difference</b>							\$0.00



BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Funding for Student Incentives and Equipment servicing needed for daily instructional purposes.	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-122-11-313-000000-	\$1,000.00
1	1	1	1	Funding for furniture and equipment to support campus needs.	INSTRUCTION   FURN&EQUIP < \$5000	199-11-6398-XXX-122-11-313-000000-	\$1,500.00
1	3	1	1	Subs for profession development and supplemental teacher planning.	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-122-11-313-000000-	\$2,000.00
2	1	1	1	Funding for general supplies for all subject areas.	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-122-11-313-000000-	\$4,255.00
3	1	1	1	Funding for student travel.	INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-122-11-313-000000-	\$5,000.00
3	1	2	2	Funding for providing supplemental support during Saturday Camps and Tutoring.	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-122-11-313-000000-	\$3,000.00
<b>Sub-Total</b>							\$16,755.00
<b>Budgeted Fund Source Amount</b>							\$16,755.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Funding for supplies and resources geared towards GT student needs.	GENERAL SUPPLIES		\$504.00
<b>Sub-Total</b>							\$504.00
<b>Budgeted Fund Source Amount</b>							\$504.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Funding for supplies and resources geared towards SPED student needs.	GENERAL SUPPLIES		\$2,545.00
<b>Sub-Total</b>							\$2,545.00
<b>Budgeted Fund Source Amount</b>							\$2,545.00
<b>+/- Difference</b>							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Funding for supplies and resources geared towards GT student needs.	Supplies and materials for instructional use	199-11-6399-001-122-24-313-000000-	\$6,350.00
<b>Sub-Total</b>							\$6,350.00
<b>Budgeted Fund Source Amount</b>							\$6,350.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Funding for supplies and resources geared towards EB student needs.	Supplies and materials - instruction	199-11-6399-001-122-25-313-000000	\$3,700.00
<b>Sub-Total</b>							\$3,700.00
<b>Budgeted Fund Source Amount</b>							\$3,700.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Funding for general office supplies	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-122-99-313-000000-	\$200.00
3	1	1	2	Funding for library resources and books in both English and Spanish to support overall literacy.	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-122-99-313-000000-	\$4,000.00
4	2	1	1	Non-Contracted Support	FOOD SERVICE   NON-CONTRACT - SUPPORT	199-35-6127-XXX-122-99-313-000000-	\$5,000.00
4	2	1	1	Funding for Extra Duty Safety	SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT	199-52-6121-XXX-122-99-313-000000-	\$250.00
<b>Sub-Total</b>							\$9,450.00
<b>Budgeted Fund Source Amount</b>							\$9,450.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$144,085.60
<b>Grand Total Spent</b>							\$144,085.60
<b>+/- Difference</b>							\$0.00