

Fort Worth Independent School District
146 M.H. Moore Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Providing meaningful, equitable, and rigorous instruction that inspires lifelong learners.

Vision

Creating a learning community that empowers all students to imagine, grow, and achieve Moore.

Core Beliefs

At M. H. Moore Elementary, we believe in:

1. Providing meaningful, equitable, and rigorous instruction to prepare students for college, career, and community leadership.
2. Empowering students to strive for excellence
3. Developing students socially, emotionally, physically, and academically
4. Nurturing a culture that promotes diversity, inclusion, collaboration, and academic excellence
5. Partnering with all stakeholders to provide the best educational experience possible for all students

Core values:

Kindness

Compassion

Excellence

Responsibility

Perseverance

Honesty

Resilience

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
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.	20
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.	31
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	38
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	43
Campus Funding Summary	54
Policies, Procedures, and Requirements	58

Comprehensive Needs Assessment

Revised/Approved: February 9, 2024

Demographics

Demographics Summary

M.H. Moore Elementary is a Title 1 neighborhood school that serves 448 students in the Diamond Hill area. We belong to Diamond the Hill Jarvis Pyramid within Fort Worth ISD. All our students either walk or drive to school from surrounding homes or apartments. We have PreK - 5th grade on our campus with half of the classes being dual language one way. Our campus provides gifted and talented, speech therapy, dyslexia, and special education services. We have 2 special education RISE classrooms to meet the needs of special education children in our area. 53% of our students are emergent bilinguals, 8% are identified as gifted and talented, 14% are receiving special education services, and 2% are homeless. Moore offers a walk-in speech program for qualifying students who are 3 years old and that are too young to enroll in our PreK program. In 2023, M.H. Moore Elementary became the first Special Olympics Unified school in Fort Worth ISD, and our scholars won medals in the 2023 Special Olympics.

In our Diamond Hill Pyramid, all the schools participate in a STEM program called Project Lead The Way. M.H. Moore is proud to have been awarded a PLTW Distinguished Campus Award for the last three years. Creating opportunities for our scholars to advance their STEM skills is one of our campus priorities. In February 2023, the school started an innovative robotics program that will serve all students in grades PreK-5. Also, the campus opened an Innovation Lab to extend student learning based on high priority standards in May 2023.

M.H. Moore strives to build strong partnerships with multiple stakeholders in the city, which allows our students and their families to have access to a wide variety of extracurricular activities and services. The campus has the only PreK-5 after school enrichment program in the area in partnership with the YMCA of Metropolitan Fort Worth. Furthermore, Moore was the first elementary school in Texas to become part of the Blue Zone program, which promotes healthy living habits. A fun Blue Zone activity that we have participated in yearly is the Walking School Bus, where we meet at a certain block in the neighborhood and walk, picking up more students and parents along the way, until we reach school. The Blue Zones Project of Fort Worth has helped us be a community resource for food. We have given away a Veggie and Fruit bag to our families for each of the past two years. The campus also opened a school pantry at the end of March 2022. In addition, our Student Council was one of the Wellness Innovation Grant recipients in March 2023. This will allow the school to open student-led wellness programs in the community, such as: yoga classes, a bootcamp, wellness walks, and wellbeing newsletters among others. Lastly, we offer a variety of extracurricular activities that include swimming, soccer, ballet, softball, running, choir, book club, and arts.

Teachers and staff work hard to build relationships with each student using restorative practices in order to meet their individual social emotional needs. Our community is a tight knit community that is primarily Hispanic and bilingual (Spanish/English). Many households are multigenerational. This is a strength because we can know many of the important people in our children's families and our children have lots of people in their home invested in their learning. M. H. Moore's demographics are: 94% Hispanic, 2% AA, 2.5% White and 1.5% Two or More Races. 98% of our 448 scholars are considered economically disadvantaged. Our mobility rate is 12%, which is an asset because that means many of our students start and finish their elementary school journey with

us. Our classroom ratio last year was within the 22:1 ratio. Our enrollment decreased by 40 students compared with the previous school year. More than half of our teachers have at least three years of teaching experience and around 35% have more than ten years of teaching experience. Having a veteran staff helps to build a bond with our community. They also have built their toolbox of teaching strategies and knowledge and can share this with new teachers. We have teachers that have Bilingual, ESL, GT and SpEd certifications. Several of our teachers have advanced Degrees in Education. Five of our Kindergarten - 3rd grade teachers are participating in the TEA Reading Academies to further expand their knowledge in the science of teaching reading. The campus redesigned the Title I positions in the 2022-2023 school year to hire an interventionist, and two teacher assistants to provide academic and social emotional support.

Demographics Strengths

Dual language classes (biliteracy model).

Low mobility rate (12%).

Multigenerational families in a households

Close knit community.

STEM programs (PLTW, robotics, and Thinking Lab)

Blue Zones School of Fort Worth.

After school programs: swimming, soccer, softball, ballet, choir, book club, arts club, running, and football.

More than half of the teachers have at least two years of experience.

Most of our students and staff members are bilingual.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus chronic absenteeism decreased from 20% to 14% from Winter 22-23 to Winter 23-24. However, the chronic absenteeism of Special Education students increased from 12% to 23% in the same period. **Root Cause:** - Classes and programs targeting special education students have been unsuccessful engaging families and promoting the importance of attending school. - Attendance truancy rules have not been enforced consistently. - Multiple Special Education students that live in the Sabine Apartments lack reliable transportation.

Student Learning

Student Learning Summary

2023-2024 School Year

2024 STAAR Assessments	Approaches GL	Meets GL	Masters GL
Math English Grade 5	66%	38%	11%
Reading English Grade 5	72%	45%	13%
Science English Grade 5	38%	15%	1%
Math English Grade 4	65%	37%	16%
Reading English Grade 4	64%	23%	6%
Math English Grade 3	54%	22%	10%
Reading English Grade 3	69%	25%	12%
Reading Spanish Grade 3	13%	0%	0%

Math MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	27	55
01	45	66
02	69	80
03	58	72
04	51	57
05	77	55
All	373	65

Reading English MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	57	35
01	59	29
02	69	44
03	60	52
04	51	49
05	77	61

All 373 46

Reading Spanish MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	29	48
01	28	30
02	39	33
03	34	59
04	25	40
05	33	74
All	188	48

PreK Circle Wave 3 English % of students on Track

Phonological Awareness	81
Math	91

PreK Circle Wave 3 Spanish % of students on Track

Phonological Awareness	96
Math	96

2022-2023 School Year

2023 STAAR Assessments	Approaches GL	Meets GL	Masters GL
Math Grade 5	72%	28%	7%
Reading Grade 5	74%	47%	18%
Science Grade 5	42%	10%	4%
Math Grade 4	55%	39%	13%
Reading Grade 4	70%	38%	12%
Math Grade 3	67%	35%	9%
Reading Grade 3	65%	33%	7%

Student Learning Strengths

1. On the 2024 STAAR Reading English assessment, 72% of fifth grade students approached grade level, 45% met grade level and 13% mastered grade level expectations.
3. 65% of first grade Emergent Bilingual students met or exceeded their projected 2023-2024 MAP Math growth goal from BOY to EOY.
4. 80% of second grade scholars met or exceeded their projected 2023-2024 MAP Math English growth goal from BOY to EOY.
5. 74% of fifth grade dual language students met or exceeded their projected 2023-2024 MAP Reading Spanish growth goal from BOY to EOY.
6. 61% of fifth grade students met or exceeded their projected 2023-2024 MAP Reading English growth goal from BOY to EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46 % of students on campus met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 41% of Emergent Bilingual students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the assessment. Also, effectiveness of Tier I lessons is not consistent across the campus.

Problem Statement 2: 38% of students met grade level norm on the 2023-2024 EOY MAP Reading English screener. 28% of Emergent Bilingual students met grade level norm on the 2023-2024 EOY MAP Reading English screener. **Root Cause:** Use of scaffolds and differentiation strategies is inconsistent across the campus. Teachers need additional planning time to create know and show charts, identify learning gaps, and design effective lessons tailored to the needs of their students.

Problem Statement 3 (Prioritized): 28% of Special Education students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 14% of Special Education students met grade level norm on the 2023-2024 EOY MAP Reading English screener. **Root Cause:** IEP goals are not challenging enough to help Special Education students close their achievement gap in comparison with all students. Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons.

Problem Statement 4 (Prioritized): 65% of students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 65% of Emergent Bilingual students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 51% of Special Education students met their 2023-2024 MAP Math English projected growth from BOY to EOY. **Root Cause:** Teachers need more training and practice opportunities on how to unpack the TEKS using the FWISD curriculum documents and Lead4ward resources. Lack of vertical alignment across grade levels. Manipulatives are not used consistently during the school year across grade levels.

Problem Statement 5: 55% of students met grade level norm on the 2023-2024 EOY MAP Math English screener. 57% of Emergent Bilingual students met grade level norm on the 2023-2024 MOY EAP Math English screener. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 6 (Prioritized): 21% of Special Education students met grade level norm on the 2023-2024 MOY MAP Math English screener. **Root Cause:** Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons, including opportunities to collaborate with their peers.

Problem Statement 7 (Prioritized): 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 8 (Prioritized): 81% of PK students scored On Track on Circle Phonological Awareness Wave 3 in English. **Root Cause:** PreK teachers do not have a systematic resource or training to deliver highly effective phonological awareness lessons in English that are aligned with the Science of Teaching Reading. Lessons need to

include intentional daily opportunities for students to develop language oral skills.

Problem Statement 9 (Prioritized): 24% of grade 3 students scored at the meets level or above on the 2024 STAAR Math English assessment. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 10 (Prioritized): 46% of Emergent Bilingual students had a composite TELPAS score that did not change from the 2023 to the 2024 TELPAS administration and 10% of the students regressed. **Root Cause:** Daily lessons giving EB students limited opportunities to practice their four linguistic domains (listening, speaking, reading, and writing) consistently across classrooms because teachers are not intentionally planning their lessons with that goal in mind for all content areas and programs.

School Processes & Programs

School Processes & Programs Summary

Student Engagement

Our attendance rate has been improving over the last two years, from 93 in 2022-2023 to 95% this school year. The attendance rate among student groups is similar. The school has multiple systems to monitor and promote good attendance, such as: student attendance store and mustang bucks, perfect attendance magnetic mustangs, attendance board outside rooms, perfect attendance raffles and celebrations, morning calls to absent students, and perfect attendance rewards among others.

Our discipline patterns have also improved. The number of referrals has decreased along with suspensions and repeat referrals. There is no disproportion of referrals across subgroups. The campus requires all teachers to have a classroom management system and provides one for the teachers that need support. Teachers reward good moral characters and habits with mustang bucks and Dojo points. Our campus has conducted restorative practices training sessions for teachers during the last two school years, including training on how to use sensory paths. The campus installed new sensory paths in three different school areas and students have been using them consistently. In order to increase student engagement, the campus conducted professional development on 7 Steps to a Language Rich Interactive Classroom and Kagan Cooperative Learning Strategies. Teachers and administrators started to implement the Data Driven Instruction Protocol to analyze student data and design lessons tailored to meet the needs of all students. This protocol is helping teachers learn the TEKS at a deeper level and understand how they need to prepare students to master the state assessments. Teachers will improve the effectiveness of their lessons over time by identifying student learning gaps in a collaborative environment and creating reteaching plans.

At M.H. Moore Elementary, we focus on the whole child and give students opportunities to lead their educational experience. We have a student council, a student safety patrol, wellness ambassadors, and a wide variety of clubs and extracurricular activities, such as: soccer, swimming, football, ballet, choir, Special Olympics, gardening, cooking, book club, running, and softball. Additionally, the campus started a robotics program and a thinking lab this year that will increase the level of engagement and give students opportunities to extend their learning beyond the classroom.

We strive to make our students feel that they are part of a welcoming and loving learning community. We are the Mustang Family. The campus started a house system this year to help students and staff members connect with each other beyond grade levels. Our counselor provides guided lessons that address moral values, self-regulation. We celebrate every student and their achievements with programs like the Lexia Pizza Club, Dreambox Piece of TT, reading celebrations, and the Readers Become Leaders Program among others.

Staff engagement

The staff turnover rate has been about 15% on average for the last 5 years. Staff members are leaving because of promotions or personal life change (retirement, marriage, and moving to a new city). Staff attendance is above 96%. Teachers feel this school is like their second family and a place where they belong. Our teachers love to teach and see the results of their work with students. Teachers have been given professional development through the campus and the district, where they choose their training sessions according to their professional needs. Most teachers work well with their teams and support each other. More than 60% of our teachers lead or participate in extracurricular activities after school and during weekends. The campus provides multiple opportunities for team building activities, including taking the staff to MLB games, feeding the homeless, staff luncheons, and celebrations. We also celebrate the teacher of the month and support staff of the month.

Parent/community engagement

The campus hosts multiple family engagement events during the school year. It includes: Meet the Teacher, Sweet Bread and Coffee with the Principal, Muffins with Mom, Data Nights (1 per semester), Traditions Around the World in December, Literacy Night, Valentine's Dance, Eastern Egg Hunt, Walking School Bus, and Specials Night among others that are organized by our M.H. Moore Booster Club. We also have community service activities, such as: Covid Vaccination Clinics, Mammogram and Women Well Being Events, a community food pantry twice a month. Our campus is proud to implement the PLTW STEM program. We have partnerships with the Blue Zone Project of Fort Worth and Freedom Church. More than half of our parents are native Spanish speakers which makes our community a great fit to establish a strong dual language program. We make sure that we have staff that can support them in their home language, which makes them feel respected and welcomed. All campus communication is sent in English and Spanish. The campus actively communicates with the community through several forms such as paper, Blackboard, Facebook, Tweeter, and Instagram.

School Processes & Programs Strengths

Programs Strengths:

The campus has multiple committees that share responsibility and oversee different areas of the school operations.

Zero to Five Program.

Implementation of Data Driven Instruction protocol to conduct planning meetings.

Implementation of district curriculum and use of robust adopted resources: Eureka Math, Amplify Reading, and Texas Creative Curriculum for PreK.

We have several after school clubs and sports, such as: soccer, football, swimming, running club, ballet, book club, cooking, choir, gardening, Special Olympics, and softball.

A unique PreK-5 after school enrichment program in partnership with the YMCA.

A successful dual language one way program.

Strong community engagement.

Strong community partners: Texas Health, Cook Children's Save a Smile Program, Blue Zones of Fort Worth, YMCA of Metropolitan Fort Worth, Freedom Church, Waves of Faith, and Margo Dean Academy.

The M.H. Moore Booster Club is small but works hard to support our campus.

More than 90% of our teachers are fully certified and hold bilingual or ESL certifications.

Most of our teachers are veteran teachers.

Implementation of a robust STEM program that includes robotics, a thinking lab, and the PTLW program.

Our library was the heart of our literacy program and our circulation number reached a historic record above 159,000 books read this school year. We also won the 2022 and 2023 NCAA Readers Become Leaders Program.

The campus participates in the district Spelling Bees (English and Spanish), Math Bee, History Fair, Science Fair, and Arts Fair.

We are the first Unified Special Olympics elementary school in FWISD.

The campus has multiple committees that share responsibility and oversee different areas of the school operations.

Zero to Five Program.

Implementation of Data Driven Instruction protocol to conduct planning meetings.

Implementation of district curriculum and use of robust adopted resources: Eureka Math, Amplify Reading, and Texas Creative Curriculum for PreK.

We have several after school clubs and sports, such as: soccer, football, swimming, running club, ballet, book club, cooking, choir, gardening, Special Olympics, and softball.

A unique PreK-5 after school enrichment program in partnership with the YMCA.

A successful dual language one way program.

Strong community engagement.

Strong community partners: Texas Health, Cook Children's Save a Smile Program, Blue Zones of Fort Worth, YMCA of Metropolitan Fort Worth, Freedom Church, Waves of Faith, and Margo Dean Academy.

The M.H. Moore Booster Club is small but works hard to support our campus.

More than 90% of our teachers are fully certified and hold bilingual or ESL certifications.

Most of our teachers are veteran teachers.

Implementation of a robust STEM program that includes robotics, a thinking lab, and the PTLW program.

Our library was the heart of our literacy program and our circulation number reached a historic record above 159,000 books read this school year. We also won the 2022 and 2023 NCAA Readers Become Leaders Program.

The campus participates in the district Spelling Bees (English and Spanish), Math Bee, History Fair, Science Fair, and Arts Fair.

We are the first Unified Special Olympics elementary school in FWISD.

Professional Practices:

Our campus develops instructional leaders by providing professional development, giving teachers opportunities to lead professional development during

faculty meetings, creating systems for teachers to collaborate across grade levels (learning walks and PLC meetings), and assigning leadership roles such as bilingual leader, math leader, MAP leader, and ELA leader. These teacher leaders receive information from their district departments and become the experts on campus in their designated areas. Teachers help to collaborate in developing our campus CNA plan. The campus instructional coach, Title I teacher interventionists, campus administrators, and district content coaches are asked to model and provide professional development to teachers. Our teachers received refreshers on content and language objectives, restorative practices, Kagan Cooperative Strategies, and 7 Steps to a Language Rich Interactive Classroom this school year to improve student engagement, relationships, and language acquisition.

Programs and opportunities for students:

Robotics program.

New dual language biliteracy model.

Technology integration (each student has a Chromebook in the classroom).

Project Lead The Way (STEM) and hands-on science investigation in the science lab prepared by a Science teacher assistant.

Kagan Cooperative Learning Strategies.

Enrichment opportunities through the Innovation Lab.

Procedures:

All teachers use FWISD's instructional framework and scope and sequence. These documents are used to plan and adjust lessons based on students' needs.

Technology is integrated into the classroom by using sites such as Flip, Google Classroom, Core 5 Lexia, i-Ready, and myON.

Daily schedules are posted outside the classroom. Schedules are developed by the campus administration based on FWISD's instructional drivers.

Equity is demonstrated through inclusive environments, accommodating learning styles and programs such as GT, dyslexia, RISE, and Special Education.

We use restorative practices that are designed to create an inclusive learning environment for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 60% of the teachers scored at least advanced on the implementation of the Data Driven Instruction Protocol according to the campus DDI Process Survey administered in March 2024. **Root Cause:** Teachers need more training and guidance planning differentiated TIER I lessons for their students. Teachers need support prioritizing standards for literacy and mapping them out for each six weeks.

Perceptions

Perceptions Summary

The school is welcoming, positive, and feels like family. It is a place where kids and adults want to be.

The campus has built multiple partnerships to serve its students and community. Some of the most important partners include: Texas Health, Blue Zones Project of Fort Worth, the YMCA of Fort Worth Metropolitan Area, Waves of Faith, Cook Children's Hospital, and the City of Fort Worth.

The campus serves the community in multiple ways beyond the academic program. For instance, we have a school pantry that opens every other week and feeds about 100 families.

The campus offers exceptional extracurricular activities and extended learning opportunities.

The campus has community surveys to receive feedback from parents.

The campus administrators meet with stakeholders periodically to connect and find opportunities for improvement.

Perceptions Strengths

Teachers are knowledgeable and lean on each other as instructional sources/mentors.

Many teachers volunteer to be after school coaches which adds value to the instructional program.

Campus after school enrichment programs and extracurricular activities strengthen the learning environment and experience for students.

Instructional coach, Title I teacher, and district coaches are used to provide support based on individual teachers' needs.

As a campus, we meet and collaborate to identify and plan for campus needs.

Technology integration (every student in grades PK-5 has an i-Pad).

The use of Restorative Practices and house systems help students feel that they belong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus does not have a reliable tool to measure student, parent, teacher, and community perceptions besides surveys created using Google Forms. **Root Cause:** A tool to survey stakeholder perceptions has not adopted yet.

Priority Problem Statements

Problem Statement 1: 46 % of students on campus met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 41% of Emergent Bilingual students met their 2023-2024 MAP Reading English projected growth from BOY to EOY.

Root Cause 1: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the assessment. Also, effectiveness of Tier I lessons is not consistent across the campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 28% of Special Education students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 14% of Special Education students met grade level norm on the 2023-2024 EOY MAP Reading English screener.

Root Cause 2: IEP goals are not challenging enough to help Special Education students close their achievement gap in comparison with all students. Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 65% of students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 65% of Emergent Bilingual students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 51% of Special Education students met their 2023-2024 MAP Math English projected growth from BOY to EOY.

Root Cause 3: Teachers need more training and practice opportunities on how to unpack the TEKS using the FWISD curriculum documents and Lead4ward resources. Lack of vertical alignment across grade levels. Manipulatives are not used consistently during the school year across grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 21% of Special Education students met grade level norm on the 2023-2024 MOY MAP Math English screener.

Root Cause 4: Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons, including opportunities to collaborate with their peers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus chronic absenteeism decreased from 20% to 14% from Winter 22-23 to Winter 23-24. However, the chronic absenteeism of Special Education students increased from 12% to 23% in the same period.

Root Cause 5: - Classes and programs targeting special education students have been unsuccessful engaging families and promoting the importance of attending school. - Attendance truancy rules have not been enforced consistently. - Multiple Special Education students that live in the Sabine Apartments lack reliable transportation.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment.

Root Cause 6: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 81% of PK students scored On Track on Circle Phonological Awareness Wave 3 in English.

Root Cause 7: PreK teachers do not have a systematic resource or training to deliver highly effective phonological awareness lessons in English that are aligned with the Science of Teaching Reading. Lessons need to include intentional daily opportunities for students to develop language oral skills.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 24% of grade 3 students scored at the meets level or above on the 2024 STAAR Math English assessment.

Root Cause 8: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 46% of Emergent Bilingual students had a composite TELPAS score that did not change from the 2023 to the 2024 TELPAS administration and 10% of the students regressed.

Root Cause 9: Daily lessons giving EB students limited opportunities to practice their four linguistic domains (listening, speaking, reading, and writing) consistently across classrooms because teachers are not intentionally planning their lessons with that goal in mind for all content areas and programs.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 60% of the teachers scored at least advanced on the implementation of the Data Driven Instruction Protocol according to the campus DDI Process Survey administered in March 2024.

Root Cause 10: Teachers need more training and guidance planning differentiated TIER I lessons for their students. Teachers need support prioritizing standards for literacy and mapping them out for each six weeks.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The campus does not have a reliable tool to measure student, parent, teacher, and community perceptions besides surveys created using Google Forms.

Root Cause 11: A tool to survey stakeholder perceptions has not adopted yet.

Problem Statement 11 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
- 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
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 12, 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 86% to 96% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 96% to 100% by May 2025.

Evaluation Data Sources: CLI Assessment.

Strategy 1: Teachers will participate in ongoing English phonological awareness training with the Early Childhood department to increase the effectiveness of the phonological awareness integration with the Texas Creative Curriculum.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 81% to 96% by May 2025.

Staff Responsible for Monitoring: Principal and AP.

Title I:





2.6

- **ESF Levers:**

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

Problem Statements: Student Learning 8

Action Step 1 Details	Reviews			
<p>Action Step 1: PreK teachers will strengthen their implementation of the Texas Creative Curriculum by planning and using strategies to promote the development of phonological awareness when appropriate during the instructional day, including whole group, small group, interest areas, and mighty minutes.</p> <p>Intended Audience: PreK teachers. Provider / Presenter / Person Responsible: Principal, AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Early Childhood Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PreK teachers will have the opportunity to review their upcoming lessons of the Texas Creative Curriculum and collaborate with their colleagues during weekly PLC meetings to ensure there is consistent implementation of the curriculum across classrooms, including, themes, activities, student artifacts of learning, and instructional strategies.</p> <p>Intended Audience: PreK teachers.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, and IC.</p> <p>Date(s) / Timeframe: August 24-May 25.</p> <p>Collaborating Departments: Early Childhood Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: 81% of PK students scored On Track on Circle Phonological Awareness Wave 3 in English. Root Cause: PreK teachers do not have a systematic resource or training to deliver highly effective phonological awareness lessons in English that are aligned with the Science of Teaching Reading. Lessons need to include intentional daily opportunities for students to develop language oral skills.</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 MAP Fluency in English from 50% to 65% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency in Spanish from 75% to 85% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on MAP Fluency in English from 24% to 40% by May 2025.

Evaluation Data Sources: MAP Fluency Screener.

Strategy 1: K-5 teachers will use research based instructional strategies that promote language acquisition and student engagement. It includes but is not limited to Lead4Ward Strategies Playlist, Kagan Cooperative Strategies, Sheltered Instruction Observation Protocol, and 7 Steps to a Language Rich Interactive Classroom.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency in English from 50% to 65% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency in Spanish from 75% to 85% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on MAP Fluency in English from 24% to 40% by May 2025.

Staff Responsible for Monitoring: Principal, AP, and IC.

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, 3, 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish a classroom observation tracking system to support principals in monitoring the implementation of research based strategies and activities to promote student engagement and language acquisition. Each campus administrator will complete at least 10 learning walks per week using the campus Google form as well as walkthroughs according to the T-TESS tracker. Administrators will provide feedback within 24 hours of the observations, including next steps. Administrators will review the data and update their trackers weekly to ensure that teacher supports are allocated efficiently.</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principals and AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Leading and Learning Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 46 % of students on campus met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 41% of Emergent Bilingual students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. Root Cause: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the assessment. Also, effectiveness of Tier I lessons is not consistent across the campus.</p>
<p>Problem Statement 3: 28% of Special Education students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 14% of Special Education students met grade level norm on the 2023-2024 EOY MAP Reading English screener. Root Cause: IEP goals are not challenging enough to help Special Education students close their achievement gap in comparison with all students. Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons.</p>
<p>Problem Statement 7: 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment. Root Cause: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.</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 40% 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 53% to 65% by May 2025.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 50% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Screener.

Strategy 1: Improve the quality and alignment of Tier 1 literacy instruction for all students using adopted district resources and FWISD Instructional Framework. Each campus administrator will complete at least 10 learning walks per week using the campus Google form as well as walkthroughs according to the T-TESS tracker. Administrators will provide feedback within 24 hours of the observations, including next steps. Administrators will review the data and update their trackers weekly to ensure that teacher supports are allocated efficiently.

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 40% 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 53% to 65% by May 2025.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 50% by May 2025.

Staff Responsible for Monitoring: Principal, AP, and IC.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1, 3, 10 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create and update PLC and DDI schedules before every six weeks to ensure teachers have a clear roadmap of the upcoming TEKS, including time allocation for priority standards and teaching lessons, for the upcoming six weeks and sufficient time to unwrap standards, analyze student data using the DDI protocol, and create action plans to accelerate student learning.</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principal, AP, and IC. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In Person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide additional planning opportunities for teachers via District planning days and pull-outs before every six weeks to ensure teachers have the targeted TEKS unwrapped for the upcoming six weeks and have their six week overview plans ready using the DDI protocol to accelerate student learning. These plans will include specific days for teaching and bridging (DL teachers).</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principal and AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p> <p>Funding Sources: Substitutes for planning and PD (pull-outs). - UNDISTRIBUTED (199 PIC 99) - 199-12-6112-XXX-146-99-313-000000- - \$2,170</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: K-5 teachers will receive professional development on strategies to integrate writing every day across content areas and create/update their writing rubrics during in service week. Writing samples will be brought to PLC meetings at least twice a week to be analyzed following campus PLC schedule.</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principal, AP, IC. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Teachers and students will have access to high quality instructional materials, supplies, and services that are aligned with the FWISD curriculum framework for their Tier I instruction, intervention, extension, and enrichment.

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 40% 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 53% to 65% by May 2025.
 Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 50% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC, and Title I Teacher Interventionist.

Title I:

2.4, 2.6

- TEA Priorities:

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





- ESF Levers:

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

Problem Statements: Student Learning 1, 3, 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and students will have access to district approved supplemental resources for intervention, extension, and enrichment to be used during WIN time. For instance, the i-Ready Toolbox, IStation Spanish, Dreambox, Lexia Core 5, etc. Teacher will use WIN time to reteach, extend, and enrich learning. Small groups will be created using MAP, quarterly assessments, formative assessments, and Interim 2 data. Small group plans will be reviewed every two weeks and adjusted as needed.</p> <p>Intended Audience: K-5 teachers and students. Provider / Presenter / Person Responsible: Principal, AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person and online.</p> <p>Funding Sources: Instructional materials for intervention and enrichment (WIN time). - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-146-99-313-000000- - \$2,010</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Special Education teachers and students will have access to instructional supplies and resources.</p> <p>Intended Audience: Teachers and students.</p> <p>Provider / Presenter / Person Responsible: Principal and school secretary.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Purchasing Department.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Instructional technology Special Education (RISE and Resource). - SPED (199 PIC 23) - \$800, Furniture Special Education (RISE and Resource). - SPED (199 PIC 23) - \$800, Instructional materials Special Education. - SPED (199 PIC 23) - \$2,787</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Resources and instructional supplies for emergent Bilingual scholars, including headsets to be use for classroom instruction and TELPAS assessments.</p> <p>Intended Audience: Emergent Bilingual students.</p> <p>Provider / Presenter / Person Responsible: Principal and school secretary.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Emergent Bilingual Department.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Instructional supplies and resources for Emergent Bilingual students. - BEA (199 PIC 25) - 199-11-6399-001-146-25-313-000000 - \$1,725</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers and students will have access to supplies and resources for classroom instruction. It includes Physical Education, Art, and Music.</p> <p>Intended Audience: Teachers and students.</p> <p>Provider / Presenter / Person Responsible: Principal and school secretary.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Purchasing Department.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Instructional supplies. - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-146-99-313-000000- - \$2,170, Classroom document cameras. - UNDISTRIBUTED (199 PIC 99) - 199-12-6396-XXX-146-99-313-000000- - \$500, Instructional supplies and materials. - SCE (199 PIC 24) - 199-11-6399-001-146-24-313-000000- - \$3,310, Instructional materials. - BASIC (199 PIC 11) - 199-11-6321-XXX-146-11-313-000000- - \$3,660</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: The library will have authentic literature in English and Spanish in a variety of genres to support the campus literacy program.</p> <p>Intended Audience: All students.</p> <p>Provider / Presenter / Person Responsible: Librarian, Principal, School Secretary.</p> <p>Date(s) / Timeframe: August 24 - January 25.</p> <p>Collaborating Departments: District Libraries.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Library books. - BASIC (199 PIC 11) - 199-11-6329-XXX-146-11-313-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Services that support the campus operation.</p> <p>Intended Audience: Teachers, students, parents, support staff.</p> <p>Provider / Presenter / Person Responsible: Principal, School Secretary.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: N/A.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Copier machines (Xerox). - BASIC (199 PIC 11) - 199-11-6264-XXX-146-11-313-000000- - \$4,000, Shredding services. - UNDISTRIBUTED (199 PIC 99) - 199-12-6249-XXX-146-99-313-000000- - \$300, Principal Professional Association. - BASIC (199 PIC 11) - 199-11-6495-XXX-146-11-313-000000- - \$350, Miscellaneous contracted services. - BASIC (199 PIC 11) - 199-11-6299-XXX-146-11-313-000000- - \$300</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 3: Provide differentiated supports and enrichment opportunities for students during the school day, after school, on Saturday, and summer time.

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 40% 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 53% to 65% by May 2025.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 50% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC, and Title I Teacher/Interventionist.

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Problem Statements: Student Learning 1, 3, 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Title I Reading Teacher/interventionist will provide small group instructional support, extension, and enrichment to students in the targeted opportunity groups during WIN time. The teacher will use resources from Lexia Core 5, and i-Ready Tool among other. Small group class schedules will be created by August 29th and will be updated bi-weekly based on progress and teacher feedback.</p> <p>Intended Audience: At risk students.</p> <p>Provider / Presenter / Person Responsible: Title I Teacher/Interventionist and Principal.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Title I Teacher Interventionist - TITLE I (211) - 211-11-6119-04E-146-30-510-000000-25F10 - \$65,290</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will provide tutoring opportunities for students before school, after school, and on Saturdays during the school year.</p> <p>Intended Audience: At risk students.</p> <p>Provider / Presenter / Person Responsible: Teachers.</p> <p>Date(s) / Timeframe: September 24 - April 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Tutoring time for students. - SCE (199 PIC 24) - 199-11-6116-001-146-24-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 46 % of students on campus met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 41% of Emergent Bilingual students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. Root Cause: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the assessment. Also, effectiveness of Tier I lessons is not consistent across the campus.</p>

Student Learning

Problem Statement 3: 28% of Special Education students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 14% of Special Education students met grade level norm on the 2023-2024 EOY MAP Reading English screener. **Root Cause:** IEP goals are not challenging enough to help Special Education students close their achievement gap in comparison with all students. Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons.

Problem Statement 7: 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 10: 46% of Emergent Bilingual students had a composite TELPAS score that did not change from the 2023 to the 2024 TELPAS administration and 10% of the students regressed. **Root Cause:** Daily lessons giving EB students limited opportunities to practice their four linguistic domains (listening, speaking, reading, and writing) consistently across classrooms because teachers are not intentionally planning their lessons with that goal in mind for all content areas and programs.

School Processes & Programs

Problem Statement 1: 60% of the teachers scored at least advanced on the implementation of the Data Driven Instruction Protocol according to the campus DDI Process Survey administered in March 2024. **Root Cause:** Teachers need more training and guidance planning differentiated TIER I lessons for their students. Teachers need support prioritizing standards for literacy and mapping them out for each six weeks.

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 English from 95% to 100% by May 2025.
 Increase the percentage of PK students who score On Track on Circle Math Spanish from 96% to 100% by May 2025.

Evaluation Data Sources: CLI Circle Assessment.

Strategy 1: Improve the effectiveness of the math lessons utilizing the FWISD Instructional Framework and the Texas Creative Curriculum to increase student achievement.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math English from 95% to 100% by May 2025.
 Increase the percentage of PK students who score On Track on Circle Math Spanish from 96% to 100% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


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


Problem Statements: Student Learning 4, 6

Action Step 1 Details	Reviews			
<p>Action Step 1: PreK teachers will integrate math in interest areas and provide daily opportunities for students to practice math fluency and concept development during whole group and small group instruction.</p> <p>Intended Audience: Teachers.</p> <p>Provider / Presenter / Person Responsible: PreK teachers.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Early Childhood Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: 65% of students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 65% of Emergent Bilingual students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 51% of Special Education students met their 2023-2024 MAP Math English projected growth from BOY to EOY. **Root Cause:** Teachers need more training and practice opportunities on how to unpack the TEKS using the FWISD curriculum documents and Lead4ward resources. Lack of vertical alignment across grade levels. Manipulatives are not used consistently during the school year across grade levels.

Problem Statement 6: 21% of Special Education students met grade level norm on the 2023-2024 MOY MAP Math English screener. **Root Cause:** Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons, including opportunities to collaborate with their peers.

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 English from 57% to 70% by May 2025.
 Increase the percentage of Kinder Emergent Bilingual students who score On Track on TX-KEA Math Spanish from 50% to 65% by May 2025.

Evaluation Data Sources: TX-KEA Assessment.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math English from 57% to 70% by May 2025.
 Increase the percentage of Kinder Emergent Bilingual students who score On Track on TX-KEA Math Spanish from 50% to 65% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


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


Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will unwrap TEKS for upcoming math lessons to ensure that the level of complexity and demonstration of mastery are aligned with state expectations during PLC meetings using the DDI process. Teachers will include strategies from the Lead4Ward Strategy Playlist to make lessons engaging and language rich.</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principal, AP, IC. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: 65% of students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 65% of Emergent Bilingual students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 51% of Special Education students met their 2023-2024 MAP Math English projected growth from BOY to EOY. **Root Cause:** Teachers need more training and practice opportunities on how to unpack the TEKS using the FWISD curriculum documents and Lead4ward resources. Lack of vertical alignment across grade levels. Manipulatives are not used consistently during the school year across grade levels.

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 50% to 65% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Growth from 18% to 45% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Screener.

Strategy 1: Increase effectiveness of Tier I lessons by ensuring they are aligned with the TEKS and provide multiple opportunities for students to practice the skill while using all four linguistic domains (listening, speaking, reading, and writing). Each campus administrator will complete at least 10 learning walks per week using the campus Google form as well as walkthroughs according to the T-TESS tracker. Administrators will provide feedback within 24 hours of the observations, including next steps. Administrators will review the data and update their trackers weekly to ensure that teacher supports are allocated efficiently.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 50% to 65% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Growth from 18% to 45% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

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

Problem Statements: Student Learning 4, 6, 9

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in planning cycles to prepare for upcoming six weeks during District planning days and campus pull-outs. Teachers will map out campus priority standards, assessments days, and add reteaching and bridge days (dual language) to their calendars.</p> <p>Intended Audience: Teachers.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, IC.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Redesign campus master schedule for IEP services to ensure that special education students that are pulled out for services can participate in their daily Tier I lesson with their classes. Special education resource and RISE teachers will participate in PLC planning meetings with general education teachers to internalize priority standards and support their students in mastering those TEKS.</p> <p>Intended Audience: Special education students, dyslexia teacher, resource teacher, and speech teacher.</p> <p>Provider / Presenter / Person Responsible: Principal.</p> <p>Date(s) / Timeframe: August 2024.</p> <p>Collaborating Departments: Special Education Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will engage in weekly planning cycles using the DDI process according to campus PLC schedule. Teachers will come prepared with their know/show charts for targeted standards, exemplars, and student artifacts, including writing samples at least twice a month.</p> <p>Intended Audience: Teachers.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, IC.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Students and teachers will use data trackers to monitor progress over time. Data trackers will include at least MAP, STAAR (if applicable), Core 5 Lexia, Dreambox, quarterly assessments, and IStation. Teachers will set set goals with students and help them create action plans. Students will revisit their action plans at least once every six weeks once they receive their report cards. The campus will provide training on expectations for data trackers during in service week and weekly planning meetings.</p> <p>Intended Audience: Teachers and students.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, IC.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Create and implement K-5 campus math fluency program. The program will allow students to track progress once a week in a hybrid format (Google forms with QR codes and paper based). Student dashboard will be displayed in the main hallways and students will be celebrated every other week.</p> <p>Intended Audience: K-5 students.</p> <p>Provider / Presenter / Person Responsible: Title I Teacher, Principal, AP, and IC.</p> <p>Date(s) / Timeframe: August 24-May 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: 65% of students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 65% of Emergent Bilingual students met their 2023-2024 MAP Math English projected growth from BOY to EOY. 51% of Special Education students met their 2023-2024 MAP Math English projected growth from BOY to EOY. Root Cause: Teachers need more training and practice opportunities on how to unpack the TEKS using the FWISD curriculum documents and Lead4ward resources. Lack of vertical alignment across grade levels. Manipulatives are not used consistently during the school year across grade levels.</p> <p>Problem Statement 6: 21% of Special Education students met grade level norm on the 2023-2024 MOY MAP Math English screener. Root Cause: Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons, including opportunities to collaborate with their peers.</p> <p>Problem Statement 9: 24% of grade 3 students scored at the meets level or above on the 2024 STAAR Math English assessment. Root Cause: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.</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 50% by May 2025. Increase the percentage of 3-5 grade Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 42% to 52% by May 2025.

Evaluation Data Sources: 2025 STAAR Assessment.

Strategy 1: K-5 literacy teachers will intentionally plan differentiated lessons to give all students access to the grade level TEKS.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 50% by May 2025. Increase the percentage of 3-5 grade Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 42% to 52% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide ongoing in house professional development during staff meetings on differentiation, content and language objective, Lead4Ward Strategy Playlist, 7 Steps to a Language Rich Interactive Classroom, and Kagan Cooperative Learning Strategies. The initial session will be delivered before the beginning of the school year.</p> <p>Intended Audience: Teachers. Provider / Presenter / Person Responsible: Principal, AP, IC. Date(s) / Timeframe: August 24 - April 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus WIN schedule will be redesigned to allow for opportunities for flex grouping across classes and grade levels based on student needs and priority TEKS. Flex groups will be reviewed and adjusted twice a month.</p> <p>Intended Audience: K-5 students.</p> <p>Provider / Presenter / Person Responsible: Principal, AP.</p> <p>Date(s) / Timeframe: August 24 - April 25.</p> <p>Collaborating Departments: Curriculum and Instruction Department.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment. Root Cause: Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.</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 34% to 45% by May 2025.
 Increase the percentage of 3-5 grade Special Education students scoring at MEETS or above on STAAR Math from 34% to 45% by May 2025.

Evaluation Data Sources: 2025 STAAR Assessment.

Strategy 1: Students in grades 3-5 will have extension and enrichment opportunities inside and outside the classroom, including but not limited to periodic visits to the innovation lab, field trips, and academic clubs.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 34% to 45% by May 2025.

Staff Responsible for Monitoring: Principal, AP, IC, and Title I Teacher/Interventionist.

Title I:

2.4, 2.5

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 7, 9

Action Step 1 Details	Reviews			
<p>Action Step 1: Students in grades 3-5 will have extension and enrichment opportunities through the Mustang innovation Lab. The lab will include self-directed stations aligned with the campus priority standards for math, reading, and science. Students will also be able to complete assignments using 3D printers, mediacast station, electricity, robotics, and a makers space.</p> <p>Intended Audience: Students in grades 3-5. Provider / Presenter / Person Responsible: Principal and Title I Teacher/Interventionist. Date(s) / Timeframe: August 2024-May 2025. Collaborating Departments: GT Department. Delivery Method: In person.</p> <p>Funding Sources: Instructional supplies for Innovation Lab. - GT (199 PIC 21) - \$638</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Students will attend enrichment STEM field trips to build background knowledge and gain real life experiences that are aligned with their math and science grade level standards. These field trips include, but are not limited to: The Perot Museum of Nature and Science in Dallas and Seaquarium among others.</p> <p>Intended Audience: All students. Provider / Presenter / Person Responsible: Principal and CILT team. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction and GT Departments. Delivery Method: In person.</p> <p>Funding Sources: STEM Enrichment Field Trips - TITLE I (211) - 211-11-6412-04E-146-30-510-000000-25F10 - \$947.60</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will prepare hands-on investigations for K-5 students in the STEM lab and the classrooms (as needed) that are aligned with the TEKS and FWISD curriculum framework.</p> <p>Intended Audience: Science teachers. Provider / Presenter / Person Responsible: Principal, AP, IC. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: PreK-5 teachers will create small group intervention, extension, and enrichment plans. Plans will be updated periodically. The campus will create a system to monitor the implementation and effectiveness of the extension, enrichment, and intervention programs.</p> <p>Intended Audience: PreK-5 Teachers. Provider / Presenter / Person Responsible: Principal, AP, IC. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Curriculum and Instruction Department. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 7: 29% of grade 3 students scored at the meets level or above on the 2024 STAAR Reading English assessment. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

Problem Statement 9: 24% of grade 3 students scored at the meets level or above on the 2024 STAAR Math English assessment. **Root Cause:** Cognitive demand of the lessons is not addressing the full complexity of the TEKS and the multiple stimuli that are present on the state assessments. Use of scaffolds, engagement activities, and differentiation strategies is inconsistent across the campus.

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 14% to 9% by May 2025.

Decrease the number and percentage of Special students who have excessive absences (1 or more courses below 90% attendance) from 23% to 15% by May 2025.

Evaluation Data Sources: Campus attendance report.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (SST) 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 14% to 9% by May 2025.

Decrease the number and percentage of Special students who have excessive absences (1 or more courses below 90% attendance) from 23% to 15% by May 2025.

Staff Responsible for Monitoring: Principal, AP, Family Engagement Specialist.

Title I:

2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create campus SST meeting schedule by August 31, 2024. At least one campus wide meeting will be held every six weeks for each class, in addition to weekly meetings when requested by teachers or parents. Intended Audience: SST, teachers, and parents. Provider / Presenter / Person Responsible: School counselor, Principal, AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Student Support. Delivery Method: In person.	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct home visits at least once a week to address chronically absent families.</p> <p>Intended Audience: Chronically absent students.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, Family Engagement Specialist.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Student Supports and Parent Partnerships.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Implement class attendance and student attendance tracking and celebration systems starting on August 20, 2024. The class and students with the highest monthly attendance per grade level will be celebrated the last Friday of the each month. Celebrations will include but are not limited to the hallway dance with the campus mascot, perfect attendance certificate, extra recess/planning time, and attendance party once per semester.</p> <p>Intended Audience: All students.</p> <p>Provider / Presenter / Person Responsible: Principal, AP, Family Engagement Specialist.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Student Supports and Parent Partnerships.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: The campus will provide a part time cafeteria monitor to support students during lunch time.</p> <p>Intended Audience: All student</p> <p>Provider / Presenter / Person Responsible: Principal, School Secretary.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: None.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Part time cafeteria monitor. - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-146-99-313-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus chronic absenteeism decreased from 20% to 14% from Winter 22-23 to Winter 23-24. However, the chronic absenteeism of Special Education students increased from 12% to 23% in the same period. **Root Cause:** - Classes and programs targeting special education students have been unsuccessful engaging families and promoting the importance of attending school. - Attendance truancy rules have not been enforced consistently. - Multiple Special Education students that live in the Sabine Apartments lack reliable transportation.

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 Special Education students by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

Strategy 1: Align campus and classroom support systems to increase student sense of belonging and wellbeing.

Strategy's Expected Result/Impact: Increase positive response by students to the learning environment on the district's climate survey from __% to __% by May 2025.
Increase positive response by Special Education students by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

Staff Responsible for Monitoring: Principal, AP, CILT.

Title I:

2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create counselor SEL schedule by August 20, 2024, Schedule will be updated periodically according to student needs. Intended Audience: All students. Provider / Presenter / Person Responsible: School Counselor, Principal, AP. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Student Support Department. Delivery Method: In person.	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Train teachers on new MTSS process by August 31, 2024. Provide PD refreshers once per six weeks during staff meetings.</p> <p>Intended Audience: Teachers and support staff. Provider / Presenter / Person Responsible: School Counselor, Principal, AP. Date(s) / Timeframe: August 24. Collaborating Departments: Student Support. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Conduct guidance lessons on the four zones of regulation with at least 90% of PreK-5 students by May 2025.</p> <p>Intended Audience: All students. Provider / Presenter / Person Responsible: School Counselor. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Student Supports. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Implement campus wide PBIS system that includes student store, campus currency for students (mustang bucks), monthly celebrations, and student leadership roles (classroom and campus).</p> <p>Intended Audience: All students. Provider / Presenter / Person Responsible: Principal, School Counselor, AP, CILT. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Student Supports. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Campus chronic absenteeism decreased from 20% to 14% from Winter 22-23 to Winter 23-24. However, the chronic absenteeism of Special Education students increased from 12% to 23% in the same period. Root Cause: - Classes and programs targeting special education students have been unsuccessful engaging families and promoting the importance of attending school. - Attendance truancy rules have not been enforced consistently. - Multiple Special Education students that live in the Sabine Apartments lack reliable transportation.</p>

Perceptions

Problem Statement 1: The campus does not have a reliable tool to measure student, parent, teacher, and community perceptions besides surveys created using Google Forms.

Root Cause: A tool to survey stakeholder perceptions has not adopted yet.

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 Special Education students from 0 to 0 by May 2025.

Strategy 1: Provide differentiated levels of supports for Special Education students.

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for Special Education students from 0 to 0 by May 2025.

Staff Responsible for Monitoring: Principal, AP, School Counselor, and Special Education Teachers.

Title I:

2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 3, 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule ARD meeting for Special Education students that are having discipline issues to identify root causes and design support plans.</p> <p>Intended Audience: Special Education students.</p> <p>Provider / Presenter / Person Responsible: ARD Committee.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Student Supports.</p> <p>Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: 28% of Special Education students met their 2023-2024 MAP Reading English projected growth from BOY to EOY. 14% of Special Education students met grade level norm on the 2023-2024 EOY MAP Reading English screener. **Root Cause:** IEP goals are not challenging enough to help Special Education students close their achievement gap in comparison with all students. Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons.

Problem Statement 6: 21% of Special Education students met grade level norm on the 2023-2024 MOY MAP Math English screener. **Root Cause:** Resource lessons are not meeting the required complexity to challenge students and accelerate learning. Special education students that receive pull-out resource services are missing important components of their Tier I lessons, including opportunities to collaborate with their peers.

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 Special Education students from ___% to ___% by May 2025.

Evaluation Data Sources: None

Strategy 1: Provide opportunities for students, teachers, parents, and community members to engage in activities that improve their mental, emotional, and physical wellbeing. Create events and parental engagement calendars for 2024-2025 school year by August 1, 2024.

Strategy's Expected Result/Impact: 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 Special Education students from ___% to ___% by May 2025.

Staff Responsible for Monitoring: Principal, AP, Family Engagement Specialist.

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for parents to participate in periodic parent classes for the community. For instance: All ProDads, El Concilio, Nurturing Families NPP, and the Zero to Five Program among other. The campus family engagement specialist will collaborate with the principal to coordinate these events.</p> <p>Intended Audience: Parents.</p> <p>Provider / Presenter / Person Responsible: Principal and Family Engagement Specialist.</p> <p>Date(s) / Timeframe: August 24 - May 25.</p> <p>Collaborating Departments: Parent Partnerships.</p> <p>Delivery Method: In person.</p> <p>Funding Sources: Family Engagement Specialist Salary. - TITLE I (211) - 211-61-6129-04L-146-30-510-000000-25F10 - \$32,604</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct parent meetings every six weeks to provide information, identify needs, and strengthen the relationship with multiple stakeholders. The family engagement specialist with coordinate these events. These events include: Data Talk and Open House, Title I Meeting, Valentine's Data Dance, and Coffee with the Principals among other.</p> <p>Intended Audience: Parents and community partners. Provider / Presenter / Person Responsible: Principal and Family Engagement Specialist. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Parent Partnerships. Delivery Method: In person.</p> <p>Funding Sources: Refreshments for parent meetings. - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-146-30-510-000000-25F10 - \$1,500, Supplies and materials for parent classes and meetings. - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-146-30-510-000000-25F10 - \$996</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Create campus volunteer program, including volunteer schedules with specific activities for volunteers to choose from.</p> <p>Intended Audience: Volunteers. Provider / Presenter / Person Responsible: Principal and Family Engagement Specialist. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: Parent Partnerships. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Conduct enrollment sessions and campus tours during the summer to assist parents with the enrollment process, provide information about the campus programs, and recruit students.</p> <p>Intended Audience: Parents and prospective students. Provider / Presenter / Person Responsible: Principal, family engagement specialist, enrollment clerk, and school secretary. Date(s) / Timeframe: July and August 2024. Collaborating Departments: Parent Partnerships and Early Childhood. Delivery Method: In person.</p> <p>Funding Sources: Parent enrollment support for office staff July/August. - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-146-99-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Provide extracurricular activities that develop the whole child and promote mental and physical wellbeing. These activities include: ballet, swimming, cycling, boxing, soccer, football, cheerleading, gardening, arts, softball, theater, and choir among other.</p> <p>Intended Audience: All students. Provider / Presenter / Person Responsible: Principal. Date(s) / Timeframe: August 24 - May 25. Collaborating Departments: None. Delivery Method: In person.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Campus chronic absenteeism decreased from 20% to 14% from Winter 22-23 to Winter 23-24. However, the chronic absenteeism of Special Education students increased from 12% to 23% in the same period. Root Cause: - Classes and programs targeting special education students have been unsuccessful engaging families and promoting the importance of attending school. - Attendance truancy rules have not been enforced consistently. - Multiple Special Education students that live in the Sabine Apartments lack reliable transportation.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Title I Teacher Interventionist	Title I Reading/ Mathematics Teacher	211-11-6119-04E-146-30-510-000000-25F10	\$65,290.00
3	2	1	2	STEM Enrichment Field Trips	Transportation costs for students	211-11-6412-04E-146-30-510-000000-25F10	\$947.60
4	4	1	1	Family Engagement Specialist Salary.	Family Engagement Specialist	211-61-6129-04L-146-30-510-000000-25F10	\$32,604.00
Sub-Total							\$98,841.60
Budgeted Fund Source Amount							\$98,841.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Refreshments for parent meetings.	Snacks for parents to promote participation	211-61-6499-04L-146-30-510-000000-25F10	\$1,500.00
4	4	1	2	Supplies and materials for parent classes and meetings.	Supplies and materials for parental involvement	211-61-6399-04L-146-30-510-000000-25F10	\$996.00
Sub-Total							\$2,496.00
Budgeted Fund Source Amount							\$2,496.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	4	Instructional materials.	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-146-11-313-000000-	\$3,660.00
1	3	2	5	Library books.	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-146-11-313-000000-	\$4,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	6	Copier machines (Xerox).	INSTRUCTION RENTALS-FURN/ COMPUT/EQUIP	199-11-6264-XXX-146-11-313-000000-	\$4,000.00
1	3	2	6	Miscellaneous contracted services.	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-146-11-313-000000-	\$300.00
1	3	2	6	Principal Professional Association.	INSTRUCTION DUES	199-11-6495-XXX-146-11-313-000000-	\$350.00
Sub-Total							\$12,310.00
Budgeted Fund Source Amount							\$12,310.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Instructional supplies for Innovation Lab.	GENERAL SUPPLIES		\$638.00
Sub-Total							\$638.00
Budgeted Fund Source Amount							\$638.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Instructional technology Special Education (RISE and Resource).	TECHNOLOGY < 5,000		\$800.00
1	3	2	2	Furniture Special Education (RISE and Resource).	MNT/RPR FURN/COMPUT/ EQUIP		\$800.00
1	3	2	2	Instructional materials Special Education.	INSTRUCTIONAL MATERIALS		\$2,787.00
Sub-Total							\$4,387.00
Budgeted Fund Source Amount							\$4,387.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	4	Instructional supplies and materials.	Supplies and materials for instructional use	199-11-6399-001-146-24-313-000000-	\$3,310.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	2	Tutoring time for students.	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-146-24-313-000000-	\$2,000.00
Sub-Total							\$5,310.00
Budgeted Fund Source Amount							\$5,310.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	3	Instructional supplies and resources for Emergent Bilingual students.	Supplies and materials - instruction	199-11-6399-001-146-25-313-000000	\$1,725.00
Sub-Total							\$1,725.00
Budgeted Fund Source Amount							\$1,725.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Substitutes for planning and PD (pull-outs).	INSTRCTNL RES/MED SVCS SUBS - PROFESSIONAL	199-12-6112-XXX-146-99-313-000000-	\$2,170.00
1	3	2	1	Instructional materials for intervention and enrichment (WIN time).	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-146-99-313-000000-	\$2,010.00
1	3	2	4	Classroom document cameras.	INSTRCTNL RES/MED SVCS TECHNOLOGY < \$5000	199-12-6396-XXX-146-99-313-000000-	\$500.00
1	3	2	4	Instructional supplies.	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-146-99-313-000000-	\$2,170.00
1	3	2	6	Shredding services.	INSTRCTNL RES/MED SVCS MNT/RPR FURN/ COMPUT/EQUIP	199-12-6249-XXX-146-99-313-000000-	\$300.00
4	1	1	4	Part time cafeteria monitor.	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-146-99-313-000000-	\$4,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	4	Parent enrollment support for office staff July/ August.	COMMUNITY SERVICES EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-146-99-313-000000-	\$1,500.00
Sub-Total							\$12,650.00
Budgeted Fund Source Amount							\$12,650.00
+/- Difference							\$0.00
Grand Total Budgeted							\$138,357.60
Grand Total Spent							\$138,357.60
+/- 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