

Fort Worth Independent School District

151 Natha Howell Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

NATHA HOWELL ELEMENTARY 2023-2024 CAMPUS MISSION

Our goal is to educate all children for a world that continually evolves by providing students the best education possible in collaboration with their parents, faculty, and community to ensure their futures are prepared for college and career success.

Vision

Vision- The Natha Howell Elementary faculty is committed to meeting the needs of ALL children by fostering a learning environment where each child may succeed in both their social and academic development as well as develop a passion for learning. Through the actions of peers and the setting of an example for the school community, children learn to model respect, ownership, attitude, and responsibility.

Value Statement

School Motto:

Ready to Lead and Learn at All Times

Original Oak Knoll Motto School Team Motto:

R.O.A.R~Respect, Ownership, Attitude, and Responsibility represents our campus community culture.

A Leader in "Me" campus.

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Comprehensive Needs Assessment

Revised/Approved: February 29, 2024

Demographics

Demographics Summary



**NATHA
HOWELL**
ELEMENTARY SCHOOL

READY TO READ AND LEARN AT ALL TIMES

Original Oak Knoll Values:

R.O.A.R~ Respect, Ownership, Attitude, and Responsibility

Our Mission:

To provide the highest quality education for college and career preparedness to all students in conjunction with their parents, staff, and the community to prepare them for a rapidly changing future.

Our Vision:

Natha Howell Elementary's team is committed to meeting the needs of ALL children by fostering a learning environment in which each child may achieve social and academic

success while also developing a love of learning. Through the acts of peers and the school community, children learn to model respect, ownership, attitude, and responsibility.

Natha Howell Elementary is a traditional campus serving approximately 360 students. We have students from Pre-K to 5th grade, as well as students participating in the Social, Emotional, and Academic Success (SEAS) Skills Program and dual language one-way program for emergent bilingual students. Our campus offers general education classes for student groups and students identified as English second language learners. We have departmentalized grades in 3rd-5th grade with content-based teachers, and inclusive classrooms in all of PK-2nd grade. The ethnic distribution is 92.4% Hispanic, 2% African American, 4.9% White, .005% American Indian, .001% Asian, and .008% two or more races. Natha Howell Elementary is a Title I School-wide Program campus and receives State Compensatory Education (SCE) funds. The majority of students obtain free or reduced lunches. Since House Bill 3 (HB 3) was passed by the 86th Texas Legislature in June of 2019, all K–2 teachers have earned their Texas Reading Readiness Certification. With specific state accreditations and/or distinctions, every classroom instructor possesses complete certification.

This campus feeds into Riverside Middle School and Amon Carter Riverside High School and serves homes with many generations.

**2022 Campus Comparison Group
NATHA HOWELL EL (220905151) - FORT WORTH ISD
Campus Type: Elementary
Sorted by District Name**

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate
NATHA HOWELL EL (220905151)	FORT WORTH ISD	PK-05	358	94.1	63.7	10.7
1 ERMEL EL (101902121)	ALDINE ISD	01-05	489	90.6	65.2	13.4
2 GOODMAN EL (101902106)	ALDINE ISD	01-05	422	91.5	59.7	16.3
3 CRENSHAW EL (101905105)	CHANNELVIEW ISD	KG-05	504	98.2	66.3	13.9
4 BARBARA JORDAN EL (057905133)	DALLAS ISD	PK-05	445	97.8	66.7	7.8
5 CLINTON P RUSSELL EL (057905205)	DALLAS ISD	PK-05	564	95.7	66.3	10.1
6 JOHN F PEELER EL (057905192)	DALLAS ISD	PK-05	263	91.6	60.1	8.9
7 JOHN Q ADAMS EL (057905101)	DALLAS ISD	PK-05	502	92.6	62.4	11.2
8 JULIUS DORSEY EL (057905137)	DALLAS ISD	PK-05	394	97.0	70.1	10.8
9 L O DONALD EL (057905136)	DALLAS ISD	PK-05	335	92.2	64.5	8.5
10 MARGARET B HENDERSON EL (057905152)	DALLAS ISD	EE-05	360	90.0	62.5	9.2
11 NATHAN ADAMS EL (057905233)	DALLAS ISD	PK-05	426	93.2	67.1	13.0
12 PLEASANT GROVE EL (057905273)	DALLAS ISD	PK-05	450	96.4	60.4	12.8
13 THELMA ELIZABETH PAGE RICHARDSON EL (057905303)	DALLAS ISD	PK-05	503	93.2	64.0	12.6
14 URBAN PARK EL (057905222)	DALLAS ISD	PK-05	529	97.5	65.2	9.3
15 CAPT D SALINAS II EL (108902112)	DONNA ISD	PK-05	413	94.4	63.2	13.7
16 CARMEN V AVILA EL (108904125)	EDINBURG CISD	PK-05	651	94.2	63.4	11.3
17 VILLARREAL EL (108904124)	EDINBURG CISD	EE-05	457	94.1	61.1	14.7
18 CLARDY EL (071902109)	EL PASO ISD	PK-05	489	93.7	66.1	9.1
19 CARTER PARK EL (220905111)	FORT WORTH ISD	EE-05	520	97.9	66.7	13.5
20 GLEN PARK EL (220905132)	FORT WORTH ISD	EE-05	457	97.6	67.2	9.8
21 OAKLAWN EL (220905152)	FORT WORTH ISD	PK-05	497	95.6	60.0	9.5
22 SAGAMORE HILL EL (220905162)	FORT WORTH ISD	EE-05	449	97.1	63.5	17.3
23 SPRINGDALE EL (220905168)	FORT WORTH ISD	EE-05	419	93.1	62.8	7.3

24 BENITO MARTINEZ EL (115901101)	FT HANCOCK ISD	PK-05	184	91.8	66.3	8.9
25 JC KELLY EL (108905102)	HIDALGO ISD	PK-05	280	92.9	66.8	8.1
26 BARRICK EL (101912107)	HOUSTON ISD	PK-05	541	99.1	63.4	13.7
27 BURNET EL (101912124)	HOUSTON ISD	KG-05	404	90.8	60.6	10.9
28 DEANDA EL (101912383)	HOUSTON ISD	EE-05	553	92.2	63.3	11.3
29 FRANKLIN EL (101912155)	HOUSTON ISD	PK-05	282	98.6	60.6	9.2
30 HARRIS J R EL (101912166)	HOUSTON ISD	PK-05	309	99.0	60.5	10.2
31 JANOWSKI EL (101912181)	HOUSTON ISD	PK-05	420	96.7	67.9	13.1
32 SEGUIN EL (101912373)	HOUSTON ISD	PK-05	430	97.7	60.5	14.3
33 NARCISO CAVAZOS (108912112)	LA JOYA ISD	PK-05	406	95.1	66.3	11.3
34 FARIAS EL (240901105)	LAREDO ISD	PK-05	519	98.3	62.0	12.4
35 HEIGHTS EL (240901106)	LAREDO ISD	PK-05	477	97.5	70.0	11.8
36 LIGARDE EL (240901124)	LAREDO ISD	PK-05	525	96.6	67.4	13.7
37 CANTU EL (108908108)	MISSION CISD	PK-05	381	94.8	60.6	8.8
38 MARCIA R GARZA (108909134)	PHARR-SAN JUAN-ALAMO ISD	PK-05	528	97.7	60.6	7.7
39 SGT LEONEL TREVINO EL (108909129)	PHARR-SAN JUAN-ALAMO ISD	PK-05	423	96.0	59.8	7.4
40 UPLIFT TRIUMPH PREPARATORY SCHOOL (057803106)	UPLIFT EDUCATION	PK-05	478	87.4	64.9	7.9
Comparison Group Average			442	94.9	63.9	11.1

Campus	Region	County	School Type	Grades Served	Alternative Education Accountability	Charter	Nun Stu
Natha Howell Elementary	11 ESC	Tarrant	Elementary	PK-5	NO	NO	3
2023-2024							3

Demographics Strengths

- Natha Howell's family is supportive of the campus and activities.
- Natha Howell faculty embraces community connections and community volunteers serve the campus.
- Natha Howell supports parents with learning events and workshops.
- Dual language programs support emergent bilingual students and families to maintain bilingualism beyond elementary, middle, and high school.
- Economically disadvantaged students demonstrate significant academic growth when they continually remain at this campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. **Root Cause:** There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.

Problem Statement 2: Special Education students are at 41% Met Project Growth in Reading MAP proficiency compared to other subgroups. **Root Cause:** There is a lack of scaffolded tier 1 instruction with students during inclusion core blocks.

Student Learning

Student Learning Summary

Our STAAR scores in 2023 showed a few areas of improvement, along with growth in reading and math.

Literacy Growth and Achievement

School Profile

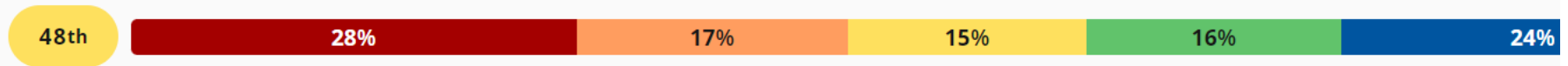
Growth and Achievement Overview

151 - Natha Howell ES | Reading

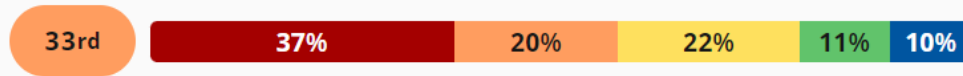
Grade

All Grades

Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Winter 2023-2024 Median and Distribution

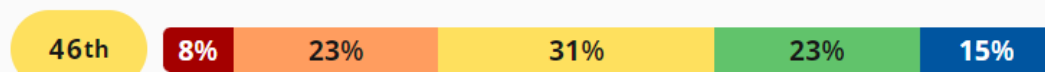


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Growth Median and Distribution

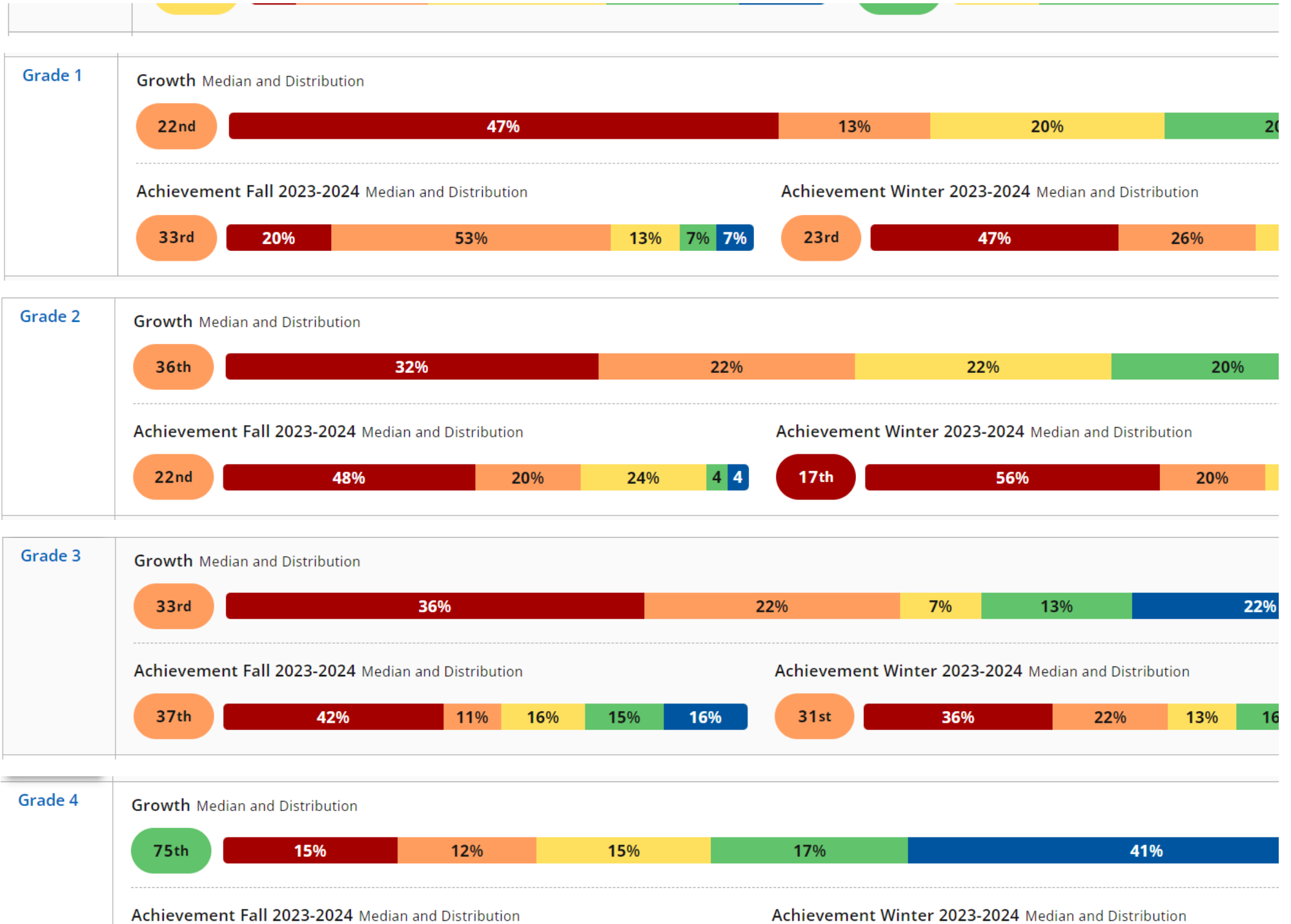


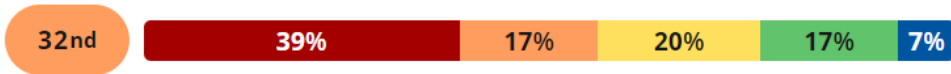
Achievement Fall 2023-2024 Median and Distribution



Achievement Winter 2023-2024 Median and Distribution





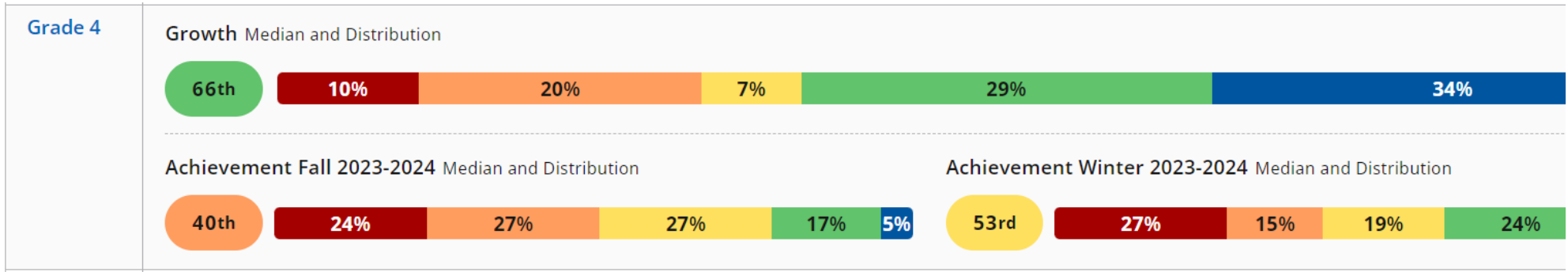
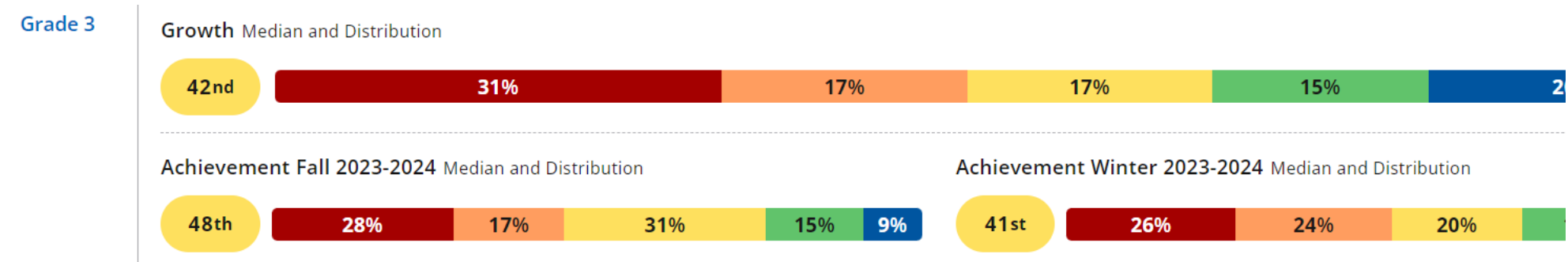
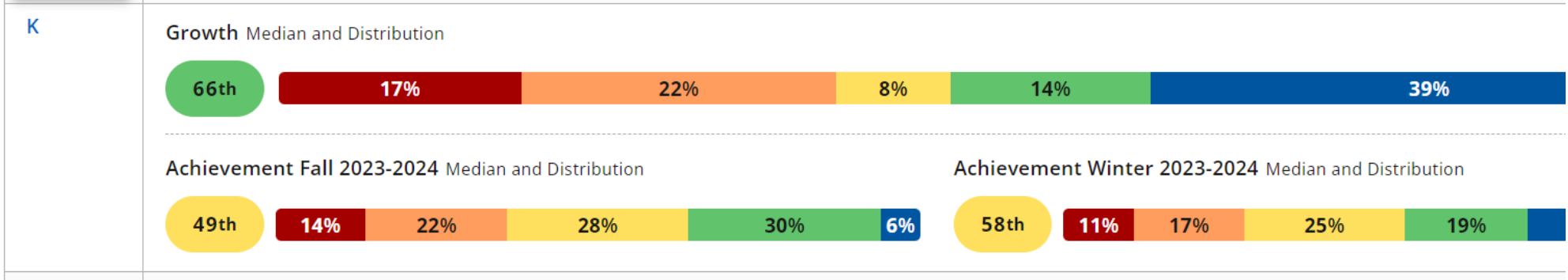
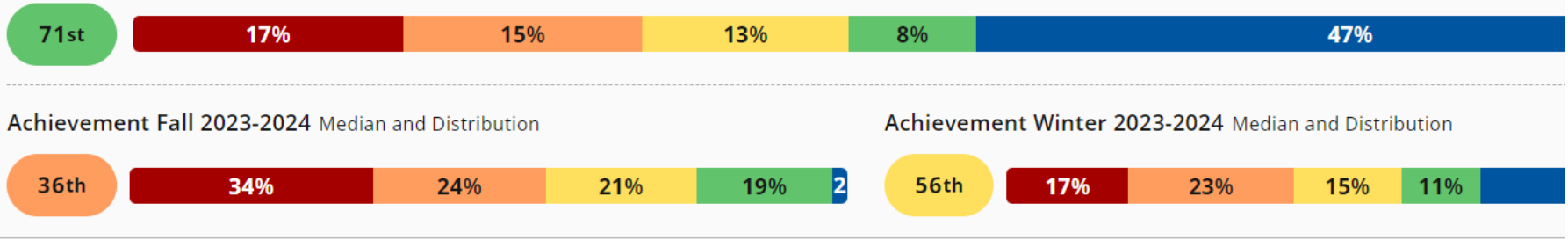


Grade 5	Growth Median and Distribution	
	43rd	28% 17% 15% 15% 25%
	Achievement Fall 2023-2024 Median and Distribution	
	36th	34% 21% 28% 6% 11%
	Achievement Winter 2023-2024 Median and Distribution	
	33rd	41% 17% 21%

Mathematics

School Profile	
Growth and Achievement Overview	
151 - Natha Howell ES Math K-12	
Grade	
All Grades	Growth Median and Distribution
	50th 22% 18% 13% 16% 31%
	Achievement Fall 2023-2024 Median and Distribution
	39th 30% 23% 25% 17% 5%
	Achievement Winter 2023-2024 Median and Distribution
	44th 27% 20% 20% 17%

Grade 1	Growth Median and Distribution
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Grade 5

Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Winter 2023-2024 Median and Distribution



STAAR Reading 3rd Grade 2023

Approaches Grade Level	Meets Grade Level	Masters Grade Level
56.41%	28.21%	7.69%

STAAR Reading 4th Grade 2023

Approaches Grade Level	Meets Grade Level	Masters Grade Level
58.54%	29.27%	29.27%

STAAR Reading 5th Grade 2023

STAAR Math 3rd Grade 2023

Approaches Grade Level	Meets Grade Level	Masters Grade Level
60%	20%	5%

STAAR Math 4th Grade 2023

Approaches Grade Level	Meets Grade Level	Masters Grade Level
66.67%	46.67%	26.67%

STAAR Math 5th Grade 2023

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)
151 - Howell ES, Natha (Amon Carter-Riverside Pyramid)	40	16	1392	42.91%	60%	20%
Economic Disadvantage	38	16	1396	43.46%	60.53%	21.05%
Black/African American	3	14	1352	36.94%	66.67%	0%
Hispanic	34	17	1405	44.75%	61.76%	23.53%
White	3	10	1293	27.93%	33.33%	0%
Currently Emergent Bilingual	22	17	1409	44.96%	59.09%	18.18%
Special Ed Indicator	5	10	1291	27.57%	20%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)
151 - Howell ES, Natha (Amon Carter-Riverside Pyramid)	45	21	1548	52.89%	66.67%	46.67%
Economic Disadvantage	41	22	1562	54.76%	68.29%	48.05%
Asian	1	40	2130	100%	100%	100%
Black/African American	2	9	1339	21.25%	0%	0%
Hispanic	40	21	1547	53.69%	70%	47.5%
White	2	18	1485	45%	50%	50%
Currently Emergent Bilingual	25	21	1538	52%	72%	40%
Special Ed Indicator	8	17	1481	42.81%	62.50%	12.5%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)
151 - Howell ES, Natha (Amon Carter-Riverside Pyramid)	39	22	1388	42.65%	56.41%
Economic Disadvantage	37	22	1385	42.15%	56.76%
Black/African American	3	23	1400	43.59%	66.67%
Hispanic	33	23	1392	43.36%	57.58%
White	3	18	1332	33.97%	33.33%
Currently Emergent Bilingual	21	22	1390	43.04%	57.14%
Special Ed Indicator	5	13	1267	25%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)
151 - Howell ES, Natha (Amon Carter-Riverside Pyramid)	41	21	1465	39.77%	58.54%
Economic Disadvantage	38	21	1462	39.42%	57.89%
Asian	1	43	1759	82.69%	100%
Black/African American	2	13	1366	25%	0%
Hispanic	36	20	1461	39.16%	61.11%
White	2	23	1491	44.23%	50%
Currently Emergent Bilingual	21	19	1443	36.54%	61.90%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)
Special Ed Indicator	8	14	1367	26.20%	25%

Student Learning Strengths

- Students in fourth-grade language arts made progress in Domain 2b, with a higher number of masters.
- Students in fourth-grade math improved their master's competency by more than 26%.
- Economically disadvantaged students outperformed other student groups in mathematics with meets and master's levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. **Root Cause:** There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.

Problem Statement 2 (Prioritized): 28% of 3rd-grade students did not meet STAAR proficiency in Reading. **Root Cause:** There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.

School Processes & Programs

School Processes & Programs Summary

Ongoing conversations and the establishment of decision-making processes with committees are components of campus-level school operations. Teachers steer the planning process using data-driven instruction. At this campus, state standards, vertical alignment, and all grade levels are all part of the planning culture.

Teachers receive the opportunity to plan the scope and pace of their instruction. Campus and grade-level teams have created research-based themes that encourage professional learning community (PLC) educators to share their knowledge and proceed deeply into research-based strategies to focus on high-impact growth potentials. We work with our district departments and the Region service Center to drive high quality tier one instruction for all students. This is accomplished via our PLC reteach protocols and leverage leadership studies.

For our campus to succeed in the future, professional development is essential. These consist of curricular research, language learners, bilingual teaching strategies, and data-driven tools teachers can utilize to drive high standards of learning. In addition to yearly summer learning camps, students have access to on-campus camps that provide academic, social-emotional, and fine arts enrichment. These programs promote growth and interest-based learning.

Students in upper grades participate in college and career field trips where they are exposed to many avenues for pursuing higher education. Students go to many institutions around Texas as part of their fieldwork assignments.

School Processes & Programs Strengths

Our MTSS campus committee and the campus work closely together to identify students who may struggle with a variety of issues. Academic and behavioral requirements for students in all grade levels are among the focus areas. The work of the students is assessed together with the interventions used to meet their needs and monitor their development. To boost academic performance and develop self-assured learners, the campus collaborates with Texas Wesleyan student teachers and certified literacy teachers/specialists to conduct academic interventions on campus- during the instructional day.

PLC (Professional Learning Communities)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The application of rigorous core instruction differentiated to all learners is not observed consistently in all classrooms. **Root Cause:** There was a deficiency in differentiated professional development provided to all teachers to develop and apply best practices and targeted strategies to increase higher levels of learning.

Problem Statement 2 (Prioritized): Identified students with social and emotional challenges in specialized on-campus behavioral programs are not reintegrating into the general education setting consistently preventing students from receiving full inclusion and core instruction. **Root Cause:** Direct teaching, training, and reinforcement of specific skills needed for social competency are lacking for SEAS and general ed classroom teachers preventing necessary strategies to assist students effectively.

Perceptions

Perceptions Summary

Based on the previous three academic years, Natha Howell's teachers have a retention rate of 90% or above. Teachers are deeply ingrained in the campus's basic values and their contribution to the community.

The FWISD Family Engagement programs and departments have a community connection on campus. We work with non-profits/Beacon Hill Prep and the Riverside United Methodist Church to foster Reading Advancement in partnership with Texas Wesleyan University.

Parent Academies are hosted four times a year to provide parents with participatory ways to school engagement. A family engagement expert who works with parent volunteers and initiatives to improve the school experience funds the campus. We now have an ALL PRO DAD chapter on campus and hold monthly meetings. The goal of these sessions is to give resources to fathers who want to be involved in their child's academic and social programs.

Student Ambassadors assist with campus events. Ambassadors receive leadership training and plan with our campus administration on a monthly basis.

At our campus, parent involvement is increasing thanks to the many active parents. A wide range of events is attended by parents, such as Family Science Nights, Literacy Activities, Reading Buddies, Science Fairs, Gallery Walks, parent-teacher conferences, and community partner activities.

Perceptions Strengths

The school is perceived as a welcoming environment with interactive students and ongoing events that engage families. The school mission and motto- Ready to Lead and Learn at all times is viewed and pledged during daily announcements and used as a pillar for our school community. Strengths include a consistent social/emotional program that assists in building character and voice in children. Teachers perceive the school as an institution of learning and hold students accountable to high standards. Teachers feel that as the community changes and alters more resources will be necessary to ensure all students can thrive and learn at high levels.

Teachers are skilled in teaching students in grades 3-5 content-driven lessons and teaching K-2 students basic reading skills using phonics. Parents believe the educator of their child is well-equipped and well-qualified to provide outstanding tier-1 instruction. The majority of parents regularly meet with teachers and exchange messages in person, on the district blackboard, or in school newsletters.

The majority of teachers agree students arrive with a foundational understanding of math and reading, although some teachers express worry about mobility rates with new students who travel between districts and may not be grade-level prepared. Teachers observe that incoming students from our neighborhood's emerging regions are dispersed, necessitating more time and help to attain high standards of learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. **Root Cause:** Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.

Problem Statement 2: Rigorous education fails to address the needs of students who fall short of reaching or exceeding grade-level standards, resulting in larger disparities. **Root Cause:** Training that addresses rigor for below-grade level students is missing during planning sessions to ensure campus staff are well equipped to confidently fulfill the needs of students.

Priority Problem Statements

Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency.

Root Cause 1: There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math.

Root Cause 2: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 28% of 3rd-grade students did not meet STAAR proficiency in Reading.

Root Cause 3: There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups.

Root Cause 4: Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Identified students with social and emotional challenges in specialized on-campus behavioral programs are not reintegrating into the general education setting consistently preventing students from receiving full inclusion and core instruction.

Root Cause 5: Direct teaching, training, and reinforcement of specific skills needed for social competency are lacking for SEAS and general ed classroom teachers preventing necessary strategies to assist students effectively.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 9, 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 94% by May 2025.

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

Increase the percentage of Economically Disadvantaged students who score On Track on Circle Rapid Letter Naming on our campus (gender, race, program, other) from 38% to 58% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources:

CLI/ CIRCLE Progress Monitoring Pre-K Campus Reports, Circle Campus Reports for Wave1, Wave 2, and Wave 3, and Accountability and Data/Quality Reports/ State of School Reports

Strategy 1: Teachers engage in quarterly Early Learning Planning Sessions to review the district's integrated creative curricula and instructional components that lead to higher-quality teaching.

Strategy's Expected Result/Impact: Application of integrated curricula resources with daily lessons that emphasize high-yield outcomes with standards.

Staff Responsible for Monitoring: Early Childhood/PK FTE teachers

Teacher Assistants

Early Learning Specialist/Coach

Instructional/Administration

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: A once-a-week(75-90 Minute) PK PLC where teachers collaborate with Kinder teams to generate both vertical and horizontal planning.</p> <p>Intended Audience: This includes students from disadvantaged socioeconomic backgrounds as well as those who are newcomers to an institution of learning. Economically Disadvantaged Groups</p> <p>Provider / Presenter / Person Responsible: Pre-kinder teachers Administration Instructional Coach</p> <p>Date(s) / Timeframe: September- May 2025</p> <p>Collaborating Departments: Early Learning Department Bilingual Department Literacy /Math Departments</p> <p>Delivery Method: In-person scheduling</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-151-11-313-000000- - \$650</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Every week, pre-kindergarten teachers create standards-based "Know and Show" charts to enhance fundamental learning and professional growth that can address common misconceptions.</p> <p>Intended Audience: All PK students</p> <p>Provider / Presenter / Person Responsible: Pre-kinder teacher Instructional Coach</p> <p>Date(s) / Timeframe: September- May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: PLC agenda platform-</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-151-11-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. Root Cause: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 62% to 75% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 65% to 75% by May 2025.

Increase the percentage of economically disadvantaged (gender, race, program, other) from 63% to 78% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency Reports, Term summaries, Benchmark Reports, and State of School Data Reports for BOY, MOY, and EOY

Strategy 1: Teachers will persist in strategizing using the district's approved curriculum and appropriate intervention programs to guarantee that every student obtains targeted instruction as measured by assessments to develop reading fluency.

Strategy's Expected Result/Impact: Amplify Unit Assessments utilized to measure progress
Estrellita- Accelerated Spanish Reading Interventions utilized with bilingual students to close gaps
Reading fluency measures to track oral reading and comprehension
Purchase instructional materials to support tier 1 instruction

Staff Responsible for Monitoring: K-3 teachers
Instructional Coach
Administration

Title I:
2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional materials, student work, and data will be analyzed using MAP-one-on-one coaching sessions at the grade level to guide instructional next steps for students in all tiers, increasing the efficacy and impact of core tier-one instruction.</p> <p>Intended Audience: Tiers 1-3 students K-3rd Grade Teachers</p> <p>Provider / Presenter / Person Responsible: MAP/NWEA Campus Principal/Assistant Principal</p> <p>Date(s) / Timeframe: October, February, May</p> <p>Collaborating Departments: Data/ADQ MAP/NWEA Contracting Services</p> <p>Delivery Method: Face to Face or Virtual</p> <p>Funding Sources: MAP /NWEA Training - TITLE I (211) - 211-13-6299-04E-151-30-510-000000-25F10 - \$3,500, Subs - TITLE I (211) - 211-11-6112-0PD-151-30-510-000000-25F10 - \$1,200, Instructional Materials for Students - BASIC (199 PIC 11) - 199-11-6321-XXX-151-11-313-000000- - \$5,100, Instructional Materials for Students - BASIC (199 PIC 11) - 199-11-6399-XXX-151-11-313-000000- - \$5,010</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Implement extra-duty after-school extended instructional time for student groups who require additional learning and practice to fully comprehend highly assessed reading standards.</p> <p>Intended Audience: Lower 25% of student populations including 504/IEP/ MTSS</p> <p>Provider / Presenter / Person Responsible: K-3 Content Teachers Instructional Support Staff</p> <p>Date(s) / Timeframe: September - December February-May</p> <p>Collaborating Departments: Literacy Department MTSS/ Student Support Services</p> <p>Delivery Method: In person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04E-151-30-510-000000-25F10 - \$5,800</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Incorporate Reading Materials for teachers to utilize in building comprehension and measuring reading progress over time.</p> <p>Intended Audience: All K-5th Students, Teachers, Staff, and Families</p> <p>Provider / Presenter / Person Responsible: Librarian</p> <p>Date(s) / Timeframe: September - May 2025</p> <p>Collaborating Departments: Library Media</p> <p>Delivery Method: Face-to-face, online platforms</p> <p>Funding Sources: Renaissance Learning - TITLE I (211) - 211-11-6329-04E-151-30-510-000000-25F10 - \$5,100, Library Books - TITLE I (211) - 211-12-6329-04E-151-30-510-000000-25F10 - \$3,100</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Teachers and support staff will learn various Estrellita multisensory activities incorporating visual, auditory, tactile, and kinesthetic modalities to meet the needs of students with different learning styles.

Strategy's Expected Result/Impact: Professional Development for K-1 Teachers

Reinforced fidelity to the Estrellia program's core methodology to ensure children learn to read more quickly and successfully.

Staff Responsible for Monitoring: Administration

Bilingual Lead Teacher

Title I:

2.4, 2.5, 2.6, 4.2

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Dual Language Intervention on-site professional Development to train teachers how to effectively utilize MAP data to construct MAP/NWEA outcomes that include phonological awareness and various program levels to ensure that all children are challenged.</p> <p>Intended Audience: K-2 Teachers Emergent Bilingual Student populations</p> <p>Provider / Presenter / Person Responsible: Estrellita Contract Services</p> <p>Date(s) / Timeframe: September, January, May</p> <p>Collaborating Departments: Bilingual Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-151-30-510-000000-25F10 - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. Root Cause: There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.</p>
Student Learning
<p>Problem Statement 2: 28% of 3rd-grade students did not meet STAAR proficiency in Reading. Root Cause: There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.</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 % to 60% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 55% to 65% by May 2025.

Increase the percentage of Emergent Bilingual students on our campus (gender, race, program, other) from __% to 67% by May 2025.

High Priority

HB3 Goal

Strategy 1: Weekly data meetings will be utilized for analyzing instructional delivery and best practices for advancing tier 1 instruction while maintaining a focus on student outcomes.

Strategy's Expected Result/Impact: Common Assessments

Data Tracking outcomes

Increase in student performance

Staff Responsible for Monitoring: Administration

Support/Instructional Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize state standards and data results to cultivate strategies for action with specific resources during data meetings with contracted services/Lead4ward to improve academic achievement and align practices.</p> <p>Intended Audience: 3rd-5th Grade Content Teachers Math, Reading, and Science</p> <p>Provider / Presenter / Person Responsible: Lead4ward- Literacy Academy/ Literacy ePLC900</p> <p>Date(s) / Timeframe: September-May</p> <p>Collaborating Departments: Leadership</p> <p>Delivery Method: Face to face or Virtual</p> <p>Funding Sources: - TITLE I (211) - 211-13-6299-04E-151-30-510-000000-25F10 - \$3,300, - TITLE I (211) - 211-11-6112-0PD-151-30-510-000000-25F10 - \$900</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Implement instructional support materials and assign resources to support tier 1 instruction as determined by academic results and needs.</p> <p>Intended Audience: PK-5th Grade students Classroom Teachers</p> <p>Provider / Presenter / Person Responsible: Administration Lead Teachers</p> <p>Date(s) / Timeframe: September-March</p> <p>Collaborating Departments: Math and Science Department Literacy</p> <p>Delivery Method: In class</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-151-11-313-000000- - \$1,800, - SCE (199 PIC 24) - 199-11-6399-001-151-24-313-000000- - \$4,200, - BEA (199 PIC 25) - 199-11-6399-001-151-25-313-000000 - \$1,433, - GT (199 PIC 21) - \$1,487, - SPED (199 PIC 23) - \$1,260</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 28% of 3rd-grade students did not meet STAAR proficiency in Reading. Root Cause: There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 71% to 75% by May 2025.

Increase the percentage of African American students or the group most marginalized by instruction on our campus (gender, race, program, other) from 67% to 75% by May 2025.

High Priority**HB3 Goal**

Evaluation Data Sources: Circle Wave 1-3 Reports
Master checks

Strategy 1: Teaching and executing integrated curriculum/creative curriculum Math instruction is interconnected in every lesson and theme ensuring that early learners have a rigorous learning experience through inquiry and facilitation.

Strategy's Expected Result/Impact: Intentional Planning Outcomes are integrated math processes with daily instruction

Staff Responsible for Monitoring: PK Teachers
Teacher Assistants
Administration

Title I:

2.4, 2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: A once-a-week(75-90 Minute) PK PLC where teachers collaborate with Kinder teams to generate both vertical and horizontal planning.</p> <p>Intended Audience: PK Teachers/Assistants All Students</p> <p>Provider / Presenter / Person Responsible: Content Teachers PLC Team</p> <p>Date(s) / Timeframe: September-May</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Dream box coaching and data review pull-out sessions/ or PLC DDI sessions to track math standard outcomes and close the gaps in lessons.</p> <p>Intended Audience: K-5th Grade</p> <p>Provider / Presenter / Person Responsible: Dream Box District Coach Instructional Coach Assistant Principal</p> <p>Date(s) / Timeframe: September December February May</p> <p>Collaborating Departments: Math Dept Dream box</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. Root Cause: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.</p>

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 70% to 80% by May 2025.

Increase the percentage of African American students or the group most marginalized by instruction on our campus (gender, race, program, other) from 60% to 78% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: TX-KEA Math data reports
MAP/NWEA reports

Strategy 1: mmm

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Data review during PLCs to determine instructional next steps as measured by TX kinder benchmarks and student data reports.</p> <p>Intended Audience: Teachers during PLC Data Meetings Faculty Meetings</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p> <p>Date(s) / Timeframe: October- January and May</p> <p>Collaborating Departments: Math and Science Learning</p> <p>Delivery Method: Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. **Root Cause:** There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.

Student Learning

Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. **Root Cause:** There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.

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 57% to 65% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group most marginalized by instruction on our campus (gender, race, program, other) from 55% to 68% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP/NWEA PROJECTED SUMMARY
ADQ BOY, MOY, EOY MAP/GROWTH REPORTS

Strategy 1: Intervention and remediation for tier 3 struggling students after school or with a tutor.

Strategy's Expected Result/Impact: Increased academic performance

Close gaps in high-leverage standards

Academic Growth

Staff Responsible for Monitoring: Content Teachers

Tutors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Allocation funding for tutors to provide pull-out instruction or extended days in grade-level foundational skills.</p> <p>Intended Audience: Tier 3 students/MTSS</p> <p>Provider / Presenter / Person Responsible: Tutor Instructional Staff</p> <p>Date(s) / Timeframe: October-December January-March</p> <p>Collaborating Departments: Math and Science Departments</p> <p>Delivery Method: In person/small group</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6116-XXX-151-99-313-000000- - \$4,800</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional and or social-emotional supplies for students with individualized IEP/504 needs.</p> <p>Intended Audience: SPED population Dyslexia 504</p> <p>Provider / Presenter / Person Responsible: Special Ed Teachers Dyslexia</p> <p>Date(s) / Timeframe: October-April</p> <p>Collaborating Departments: Special Ed/ Psychological Services</p> <p>Delivery Method: in person/tactile</p> <p>Funding Sources: - SPED (199 PIC 23) - \$2,395</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. Root Cause: Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.</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 42% to 57% by May 2025. Increase the percentage of economically disadvantaged students (gender, race, program, other) from 39% to 50% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP/NWEA REPORTS

Strategy 1: Schedule Literacy interim assessments/MAP/NWEA and common assessments at the BOY and MOY of the year to target gaps in learning.

Strategy's Expected Result/Impact: Teachers will use standard-based common assessments to plan for instruction and rigor. Data-Driven instruction is utilized to close gaps

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, 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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Review common assessments and tier 1 instruction with literacy teachers of grades K-5. Conduct weekly data sessions during PLC. Intended Audience: PK-5 Teachers Provider / Presenter / Person Responsible: Administration Instructional Coach Lead Teachers Date(s) / Timeframe: August 2024 -May 2025 Delivery Method: In-person- PLC collaboration	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. **Root Cause:** There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.

Student Learning

Problem Statement 2: 28% of 3rd-grade students did not meet STAAR proficiency in Reading. **Root Cause:** There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.

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 57% to 65% by May 2025.

Increase the percentage of economically disadvantaged students by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA/MAP MATH
ADQ BOY, MOY, AND EOY

Strategy 1: Schedule Math interim assessments/MAP/NWEA and common assessments at the BOY and MOY of the year to target gaps in learning.

Strategy's Expected Result/Impact: Teachers will use standard-based common assessments to plan for instruction and rigor.
Data-driven instruction is utilized to close gaps

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Review common assessments and tier 1 instruction with math teachers of grades K-5. Conduct weekly data sessions during PLC.</p> <p>Intended Audience: PK-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Administration Instructional Coach Lead Teachers</p> <p>Date(s) / Timeframe: August 2024 -May 2025</p> <p>Delivery Method: In-person- PLC collaboration</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Organize and model Tier 1 instructional planning on teacher planning days, focusing on student data results to improve efficacy and achievement.</p> <p>Intended Audience: PK-5th Grade teachers</p> <p>Provider / Presenter / Person Responsible: Administration Lead Teachers Lead Teachers</p> <p>Date(s) / Timeframe: August-May 2025</p> <p>Collaborating Departments: Leadership, Literacy Dept.</p> <p>Delivery Method: In-person- collaboration PLC</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
<p>Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. Root Cause: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.</p>
Perceptions
<p>Problem Statement 1: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. Root Cause: Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.</p>

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

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

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

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

High Priority

HB3 Goal

Strategy 1: Incorporate support services for families to prevent excessive absences and increase attendance from 93% to 95% impacting student academic performance.

Strategy's Expected Result/Impact: Increased overall academics

Decreased student absences

MTSS /Branching Minds intervention plans are progressed and monitored for tier 3 students.

Staff Responsible for Monitoring: Attendance Committee

Title I:

2.5, 4.1, 4.2

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Employ a campus Family Engagement Specialist to support attendance and academic achievement as measured by TEA reports.</p> <p>Intended Audience: All students School Community</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist Attendance Clerk</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: Attendance</p> <p>Delivery Method: In person</p> <p>Funding Sources: - TITLE I (211) - 211-61-6129-04L-151-30-510-000000-25F10 - \$34,000, - TITLE I (211) - 211-61-6299-04L-151-30-510-000000-25F10 - \$1,200, - TITLE I (211) - 211-61-6499-04L-151-30-510-000000-25F10 - \$750, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-151-30-510-000000-25F10 - \$2,022</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. Root Cause: There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.</p>
Student Learning
<p>Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. Root Cause: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.</p> <p>Problem Statement 2: 28% of 3rd-grade students did not meet STAAR proficiency in Reading. Root Cause: There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.</p>
Perceptions
<p>Problem Statement 1: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. Root Cause: Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.</p>

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from __% to 80% by May 2025. Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Qualtrics Reports and Data

Strategy 1: Student incentive campus-based programs to recognize academic performance, improvement, and community relationships

Title I:

2.5, 2.6, 4.1

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase specific incentives for students to motivate improved attendance, perfect attendance, academic achievement, instructional materials, reading proficiency, and level-up student goals.</p> <p>Intended Audience: All students Teachers</p> <p>Provider / Presenter / Person Responsible: Assistant Principal</p> <p>Date(s) / Timeframe: September-May</p> <p>Collaborating Departments: Attendance Lexia dreambox Content Departments</p> <p>Delivery Method: in person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-151-30-510-000000-25F10 - \$609.60, - TITLE I (211) - 211-12-6329-04E-151-30-510-000000-25F10 - \$3,300, - TITLE I (211) - 211-11-6399-04E-151-30-510-000000-25F10 - \$10,450</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. **Root Cause:** Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.

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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2025.

Strategy 1: Provide and plan for PK-5 learners with alternatives to out-of-school suspensions.

Strategy's Expected Result/Impact: In-school suspensions with teachers and/or staff will provide students with credited and structured instruction to ensure that no academic time is missed.

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: Review behavioral data with the MTSS committee and teachers to develop plans of action to prevent suspensions. Intended Audience: General/SPED teachers Provider / Presenter / Person Responsible: Administration Special Ed/Departments Date(s) / Timeframe: August- December 2024 February- May 2025 Collaborating Departments: Special Education Dept. Psychological Services Leadership Delivery Method: In-person Professional Development	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide professional learning using PBIS principles and active classroom management for a major impact on student outcomes.</p> <p>Intended Audience: PK-5th Grade Teachers Instructional Staff Faculty</p> <p>Provider / Presenter / Person Responsible: Special Ed/ Administration</p> <p>Date(s) / Timeframe: August- December 2024</p> <p>Collaborating Departments: Special Ed/</p> <p>Delivery Method: In person- Professional Learning On campus</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: African American students are currently at 38% Met Projected Growth in Reading MAP proficiency in comparison to other focus groups ranging from 62-58% proficiency. Root Cause: There is a lack of awareness of how to analyze assessment data to identify instructional gaps for individual students to provide targeted interventions.</p>
Student Learning
<p>Problem Statement 1: Only 36% of all students in 3rd-5th grade are performing at Meets in the core content of math. Root Cause: There is a lack of necessary skills and training with assessment data to use and specify individual students' needs which hinders their ability to provide targeted interventions and tailored support to each student's needs.</p> <p>Problem Statement 2: 28% of 3rd-grade students did not meet STAAR proficiency in Reading. Root Cause: There is a lack of instructional strategies and resources to successfully engage students with rigorous content to develop fundamental skills and comprehension.</p>
Perceptions
<p>Problem Statement 1: The increasing rate of incoming and transferring students in 3rd-5th grade impacts the Closing the Gaps performance domain for underperforming subgroups. Root Cause: Insufficient training remains regarding domain 3 for all teachers including specific high-yield disparity strategies that address the demands of learners.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Subs	Subs for professional development	211-11-6112-0PD-151-30-510-000000-25F10	\$1,200.00
1	2	1	1	MAP /NWEA Training	Contracted professional development	211-13-6299-04E-151-30-510-000000-25F10	\$3,500.00
1	2	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-151-30-510-000000-25F10	\$5,800.00
1	2	1	3	Library Books	Reading materials for library use	211-12-6329-04E-151-30-510-000000-25F10	\$3,100.00
1	2	1	3	Renaissance Learning	Reading materials & Software for classroom use	211-11-6329-04E-151-30-510-000000-25F10	\$5,100.00
1	2	2	1		Subs for professional development	211-11-6112-0PD-151-30-510-000000-25F10	\$1,200.00
1	3	1	1		Contracted professional development	211-13-6299-04E-151-30-510-000000-25F10	\$3,300.00
1	3	1	1		Subs for professional development	211-11-6112-0PD-151-30-510-000000-25F10	\$900.00
4	1	1	1		Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-151-30-510-000000-25F10	\$1,200.00
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-151-30-510-000000-25F10	\$34,000.00
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-151-30-510-000000-25F10	\$750.00
4	2	1	1		Reading materials for library use	211-12-6329-04E-151-30-510-000000-25F10	\$3,300.00
4	2	1	1		Snacks or incentives for students	211-11-6499-04E-151-30-510-000000-25F10	\$609.60
4	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-151-30-510-000000-25F10	\$10,450.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$74,409.60
Budgeted Fund Source Amount							\$74,409.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-151-30-510-000000-25F10	\$2,022.00
Sub-Total							\$2,022.00
Budgeted Fund Source Amount							\$2,022.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-151-11-313-000000-	\$650.00
1	1	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-151-11-313-000000-	\$600.00
1	2	1	1	Instructional Materials for Students	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-151-11-313-000000-	\$5,010.00
1	2	1	1	Instructional Materials for Students	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-151-11-313-000000-	\$5,100.00
1	3	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-151-11-313-000000-	\$1,800.00
Sub-Total							\$13,160.00
Budgeted Fund Source Amount							\$13,160.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		GENERAL SUPPLIES		\$1,487.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	\$1,487.00
						Budgeted Fund Source Amount	\$1,487.00
						+/- Difference	\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRUCTIONAL MATERIALS		\$1,260.00
2	3	1	2		GENERAL SUPPLIES		\$2,395.00
						Sub-Total	\$3,655.00
						Budgeted Fund Source Amount	\$3,655.00
						+/- Difference	\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials for instructional use	199-11-6399-001-151-24-313-000000-	\$4,200.00
						Sub-Total	\$4,200.00
						Budgeted Fund Source Amount	\$4,200.00
						+/- Difference	\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials - instruction	199-11-6399-001-151-25-313-000000	\$1,433.00
						Sub-Total	\$1,433.00
						Budgeted Fund Source Amount	\$1,433.00
						+/- Difference	\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRCTNL RES/MED SVCS EXTRA DUTY - PROFESSIONAL	199-12-6116-XXX-151-99-313-000000-	\$4,800.00
Sub-Total							\$4,800.00
Budgeted Fund Source Amount							\$4,800.00
+/- Difference							\$0.00
Grand Total Budgeted							\$105,166.60
Grand Total Spent							\$105,166.60
+/- 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