

**Fort Worth Independent School District
159 Versia Williams Elementary School
2024-2025 Campus Improvement Plan**



VERSIA WILLIAMS
ELEMENTARY

Mission Statement

VISION **MISSION** **CORE VALUES**

WHAT WE ASPIRE TO BE WHO WE ARE, WHAT WE DO OUR BELIEFS

Educating Every Child, Every Day, in Every Way!

The mission of VLW is to cultivate life-long learners, critical thinkers, and responsible citizens in our community.

Pride
Respectful
Integrity
Determined
Engaged

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Vision

VISION **MISSION** **CORE VALUES**

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Value Statement

The graphic is a vertical poster divided into three columns. Each column has a header, an icon, a sub-header, and a main text box. The 'VISION' column is purple, 'MISSION' is teal, and 'CORE VALUES' is orange. The icons are a target, a lightbulb, and a ship's wheel. The text boxes are shaped like banners.

VISION	MISSION	CORE VALUES
		
WHAT WE ASPIRE TO BE	WHO WE ARE, WHAT WE DO	OUR BELIEFS
Educating Every Child, Every Day, in Every Way!	The mission of VLW is to cultivate life-long learners, critical thinkers, and responsible citizens in our community.	Pride Respectful Integrity Determined Engaged

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Comprehensive Needs Assessment

Revised/Approved: February 29, 2024

Demographics

Demographics Summary

Versia L. Williams was originally named Riverside Public School. It was relocated in 1954 to Baurline Street and renamed in honor of a long-time educator and principal. Versia L. Williams is a Title I Dual Language campus in the heart of the Carter Riverside Pyramid. Our enrollment consists of 310 Pre-K through 5th grade and two ECSE (Early Childhood Student Education) classes with a diverse student population of 86% Hispanic, 10% African American, 3% White, and 1% other. Our campus promotes a sense of community connection by promoting a nurturing environment. Many of our students come from multi-generational households whose parents also attended Versia L. Williams.

	Campus	District	State
Attendance Rate (2020-21)	91.8%	92.8%	95.0%
Enrollment by Race/Ethnicity			
African American	9.7%	20.5%	12.8%
Hispanic	86.1%	64.8%	52.8%
White	3.2%	11.1%	26.3%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.0%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	94.5%	85.2%	60.7%
Special Education	14.9%	10.7%	11.6%
Emergent Bilingual/EL	59.5%	37.6%	21.7%
Mobility Rate (2020-21)	22.7%	16.5%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.7	17.7	18.7
Grade 1	11.1	17.7	18.7
Grade 2	15.7	17.5	18.6
Grade 3	13.8	17.7	18.7
Grade 4	15.4	17.8	18.8
Grade 5	20.0	19.0	20.2
Grade 6	-	13.9	19.2
Secondary			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5
Social Studies	-	15.0	19.1

Demographics Strengths

Programs: Versia L. Williams has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, intervention, tutorials, counseling, and fine arts. The programs align with our belief that all students can learn when their differentiating needs and interests are considered. VLW has maintained an average enrollment of 300-315 in the past two years. We are a close-knit community with our feeder, Carter Riverside Pyramid, and neighboring elementary schools.

Discipline: Versia L. Williams teachers trained in restorative discipline practices and PBIS, which leads to having an approach to classroom management through the lens of these three areas: **connection, consistency, and compassion**. Therefore, we have minimal discipline referrals.

Grade Attendance Rates- 2023-2024 (According to 23-2024 ADQ Cycle Report)

See Addendums

Student Breakdown: Student needs VLW has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. These programs align with our belief that all students can learn when their differentiating needs and interests are considered. The students who are failing or at risk of failing tend to be chronically absent.

Ethnic Distribution:		
African American	30	9.7%
Hispanic	266	86.1%
White	10	3.2%
American Indian	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	3	1.0%
Sex:		
Female	136	44.0%
Male	173	56.0%
Economically Disadvantaged	292	94.5%
Non-Educationally Disadvantaged	17	5.5%
Section 504 Students	13	4.2%
EB Students/EL	184	59.5%
Students w/ Disciplinary Placements (2020-21)	0	0.0%

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.7	17.7	18.7
Grade 1	11.1	17.7	18.7
Grade 2	15.7	17.5	18.6
Grade 3	13.8	17.7	18.7
Grade 4	15.4	17.8	18.8
Grade 5	20.0	19.0	20.2

Problem Statements Identifying Demographics Needs

Problem Statement 1: Branching Minds data indicates that students at VLW have academic and social-emotional challenges that make school difficult. **Root Cause:** There is a lack of capacity to quickly identify students' academic and or behavioral needs.

Problem Statement 2: Based on TAPR our 2022 STAAR Rating for student achievement was 50%, which was our lowest score overall. **Root Cause:** 3rd-5th grade students lack the necessary foundational skills in reading and math to perform at grade level.

Problem Statement 3 (Prioritized): According to the TAPR, the campus has a 23% mobility rate, and students enter school with instructional gaps. **Root Cause:** Lack of consistency in implementing an early detection system to identify needs and appropriate interventions.

Problem Statement 4 (Prioritized): According to the TAPR, the campus has a 92% attendance rate. Students with chronic absenteeism tend to perform below grade level and lack the necessary skills to do grade-level work. **Root Cause:** Students who lack success in school present challenges and do not attend school regularly.

Student Learning

Student Learning Summary

Student Learning: Versia L. Williams Elementary has been rated as a B campus in our state accountability system. Our overall score in 2021-2022 was 85%, and in 2018-2019, our overall score was 74%. State Assessments Our STAAR Results are as follows: Student Achievement 56; School Progress an 89; Closing the Gaps-74. Schools were not rated during the 2019-20 and 2020-21 school years; however, below is the table that shows the STAAR performance rates by subject and performance level for VLW as follows:

READING: All Students

Grade Level	Approaches%	Meets%	Masters%
Third Grade	47%	21%	2%
Fourth Grade	53%	33%	14%
Fifth Grade	69%	33%	19%

MATH: All Students

GradeLevel	Approaches%	Meets%	Masters%
Third Grade	40%	19%	9%
Fourth Grade	44%	16%	5%
Fifth Grade	65%	28%	6%

TELPAS DATA:

TBD

Student Learning Strengths

MAP MATH MOY:

See Addendums

MAP READING ENGLISH MOY:

See Addendums

MAP READING SPANISH MOY:

See Addendums

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on K-5 Lexia data as of EOY 2024, 36% and MAP/KEA data of kindergarten- 5th-grade students are working below GL. **Root Cause:** Lack of capacity to analyze assessment data to identify individual student needs and create action plans to support needs.

Problem Statement 2 (Prioritized): MAP Growth Math (K-5) demonstrates that 36 % of students met grade level in English and 26% in Spanish. Math foundational skills are insufficient to allow students to achieve conceptual understanding and apply to application to problem solving. **Root Cause:** Lack of capacity to unpack the standards to identify skills necessary to master TEKS.

Problem Statement 3 (Prioritized): 63% of kindergarten- 5th-grade students are working below GL based on DreamBox data as of MOY 2024. **Root Cause:** Lack of capacity to analyze assessment data to identify individual student needs and create action plans to support needs.

Problem Statement 4 (Prioritized): MAP reading growth demonstrates 28% English and 42% Spanish, which is lower than the district average. However, retention of PK skills has a significant drop in Kinder as measured by BOY MAP. **Root Cause:** Lack of understanding of how to respond to the data with differentiated instruction.

Problem Statement 5 (Prioritized): The TAPR report shows that 40% of 5th-grade students use approaches that are significantly lower than the district average. **Root Cause:** Science instruction is weak in lower grades because teachers are putting more emphasis in reading and math.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by fostering a culture of continuous education and growth. Several staff members are enrolled in master's and doctoral programs. Administrators offer an open-door policy where teachers can meet and discuss areas for improvement and concerns. All instructional leaders have clear roles and responsibilities. Committees are led by staff members and overseen by a grade-level lead.

- New to campus/New Hires are teamed with a mentor teacher to support and guide as needed on campus.
- Monthly Mentor Meetings, which include PD on given topics or teacher requests, have been scheduled throughout the year.
- The on-campus instructional Coach in Math and Reading has a caseload of 9 teachers who will be assisted using the Kiano district system.
- Weekly content PLCs for all teachers targeted in Data, Planning, and Best Practices have been scheduled throughout the year, focusing on Tier 1 instruction and acceleration.
- Internalization using the district's curriculum: Reading Amplify and Eureka Math and DDI Planning/Data PLCs.

Programs According to the 2021 TAPR Report:

Economically Disadvantaged	292	94.5%
Non-Educationally Disadvantaged	17	5.5%
Section 504 Students	13	4.2%
EB Students/EL	184	59.5%
Students w/ Disciplinary Placements (2020-21)	0	0.0%

Student Information	Campus	
	Count	Percent
Students w/ Dyslexia	10	3.2%
Foster Care	0	0.0%
Homeless	9	2.9%
Immigrant	13	4.2%
Migrant	0	0.0%
Title I	309	100.0%
Military Connected	5	1.6%
At-Risk	276	89.3%
Students by Instructional Program:		
Bilingual/ESL Education	176	57.0%
Career and Technical Education	0	0.0%
Career and Technical Education (9-12 grades only)	0	0.0%
Gifted and Talented Education	15	4.9%
Special Education	46	14.9%
Students with Disabilities by Type of Primary Disability:		
Total Students with Disabilities	46	
By Type of Primary Disability		
Students with Intellectual Disabilities	12	26.1%
Students with Physical Disabilities	18	39.1%

Students with Physical Disabilities	18	39.1%
Students with Autism	11	23.9%
Students with Behavioral Disabilities	*	*
Students with Non-Categorical Early Childhood	*	*

Mobility (2020-21):		
Total Mobile Students	69	22.7%
By Ethnicity:		
African American	21	6.9%
Hispanic	39	12.8%
White	3	1.0%
American Indian	1	0.3%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	5	1.6%
Count and Percent of Special Ed Students who are Mobile	10	24.4%
Count and Percent of EB Students/EL who are Mobile	18	11.1%
Count and Percent of Econ Dis Students who are Mobile	68	23.4%
Student Attrition (2020-21):		
Total Student Attrition	71	23.8%

School Processes & Programs Strengths

School Processes: The master schedule is built so that K-2nd grade and 3rd - 5th levels have planning simultaneously to facilitate collaborative common planning. Teachers meet weekly during PLCs to discuss planning, teaching, data, student work, and lesson internalization modeling using DDI. Students can receive intervention during and after school. The after-school program provides intervention and enrichment to Tier 2 and 3 students. Summer school is offered yearly to the low 25% of identified students for intervention or enrichment. Systems are in place to minimize interruptions during the instructional schedule.

- One-to-one technology distribution for elementary students is integral to daily instructional plans for research, intervention, and enrichment.
- Lesson plans and instructional objectives are data-driven, as VLW follows the Amplify and Eureka scope and sequence, and supplemental materials provide additional support for all tiers.
- VLW is held to a schedule and expected to be on track with lesson plans located in binders, Google Drive, and Google Site.
- Objectives are posted in classrooms with a "by" statement and monitored daily.
- Weekly TTESS focus is monitored and documented in Strive during walkthroughs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MAP Growth Reading (K-5) demonstrates that 27 % of students met grade level in English and 43% in Spanish. **Root Cause:** Our diverse population of students enter school with different levels of preparedness.

Problem Statement 2 (Prioritized): VLW students are not performing at high levels of academic rigor that would result in meets/masters designation on STAAR and MAP, which would result in maximum achievement and growth. **Root Cause:** Teachers are not teaching TEKS or extending the curriculum to the depth, rigor, and differentiation necessary to move students beyond the "Approaches" grade level on STAAR.

Problem Statement 3: VLW has an at-risk rate of 80% and 23% mobility, which results in a large variance in the instructional level in a classroom. **Root Cause:** Teachers need PD to effectively utilize the adopted curriculum and supplemental resources to maximize achievement and growth on all assessments.

Problem Statement 4 (Prioritized): Intervention/enrichment is needed during the school day because not all students needing services attend tutoring or Saturday school instruction. **Root Cause:** ESSER funds are not available for 24-25 that funder tutoring.

Perceptions

Perceptions Summary

Versia L. Williams is perceived as a low-income school with students with high needs. VLW is a neighboring school with a cohesive staff.

Our perception at VLW is that all students can and will achieve the highest levels of academic success and close achievement gaps. Students who struggle must be supported both academically and emotionally through targeted intervention and social-emotional strategies to ensure that they feel successful and excited about school. Parent involvement is growing, allowing for supplemental activities and parent engagement. Teacher surveys indicate that the largest demographic group is the most supportive.

The master schedule and master calendar influence how teachers and students maximize their time on task and allow ample time to cover the appropriate grade-level TEKS.

Perceptions Strengths

Most of our families value education for their children and support the school to the best of their ability. There is minimal turnover among staff and students, which indicates a positive culture. Recruiting, hiring, and retaining teachers at VLW is easier than at other schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental events and activities with a strong academic focus have lower turnout than activities perceived as "fun." **Root Cause:** The campus must incorporate and/or communicate the "fun" aspects of academic events. Academic events must be integrated and planned in conjunction with student performances and "fun" events.

Problem Statement 2 (Prioritized): With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate.

Priority Problem Statements

Problem Statement 1: MAP Growth Reading (K-5) demonstrates that 27 % of students met grade level in English and 43% in Spanish.

Root Cause 1: Our diverse population of students enter school with different levels of preparedness.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish.

Root Cause 2: Decisions need to be made in a timely manner, still allowing for input when appropriate.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: MAP Growth Math (K-5) demonstrates that 36 % of students met grade level in English and 26% in Spanish. Math foundational skills are insufficient to allow students to achieve conceptual understanding and apply to application to problem solving.

Root Cause 3: Lack of capacity to unpack the standards to identify skills necessary to master TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the TAPR, the campus has a 23% mobility rate, and students enter school with instructional gaps.

Root Cause 4: Lack of consistency in implementing an early detection system to identify needs and appropriate interventions.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to the TAPR, the campus has a 92% attendance rate. Students with chronic absenteeism tend to perform below grade level and lack the necessary skills to do grade-level work.

Root Cause 5: Students who lack success in school present challenges and do not attend school regularly.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The TAPR report shows that 40% of 5th-grade students use approaches that are significantly lower than the district average.

Root Cause 6: Science instruction is weak in lower grades because teachers are putting more emphasis in reading and math.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on K-5 Lexia data as of EOY 2024, 36% and MAP/KEA data of kindergarten- 5th-grade students are working below GL.

Root Cause 7: Lack of capacity to analyze assessment data to identify individual student needs and create action plans to support needs.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 63% of kindergarten- 5th-grade students are working below GL based on DreamBox data as of MOY 2024.

Root Cause 8: Lack of capacity to analyze assessment data to identify individual student needs and create action plans to support needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Intervention/enrichment is needed during the school day because not all students needing services attend tutoring or Saturday school instruction.

Root Cause 9: ESSER funds are not available for 24-25 that funder tutoring.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Parental events and activities with a strong academic focus have lower turnout than activities perceived as "fun."

Root Cause 10: The campus must incorporate and/or communicate the "fun" aspects of academic events. Academic events must be integrated and planned in conjunction with student performances and "fun" events.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: MAP reading growth demonstrates 28% English and 42% Spanish, which is lower than the district average. However, retention of PK skills has a significant drop in Kinder as measured by BOY MAP.

Root Cause 11: Lack of understanding of how to respond to the data with differentiated instruction.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: VLW students are not performing at high levels of academic rigor that would result in meets/masters designation on STAAR and MAP, which would result in maximum achievement and growth.

Root Cause 12: Teachers are not teaching TEKS or extending the curriculum to the depth, rigor, and differentiation necessary to move students beyond the "Approaches" grade level on STAAR.

Problem Statement 12 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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 90% to 95% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 64% to 90% by May 2025.

Increase the percentage of ELLs students from 62% to 82% by May 2025.

High Priority

Evaluation Data Sources: Circle Assessment

Strategy 1: PreK teachers will engage in professional development and lesson plan alignment using the PK guidelines in order to adjust the instructional day schedule to account for the extra minutes.

Strategy's Expected Result/Impact: 100% of the students will demonstrate phonological awareness (letter/sound recognition to blend and create words) using the district curriculum in English and Spanish.

Staff Responsible for Monitoring: Teachers, Title I Teacher, CIC

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
Action Step 1: Conduct walkthroughs and coaching conversations to ensure accountability in implementing the PreK Guidelines. Intended Audience: Pk Teachers and TAs Provider / Presenter / Person Responsible: Admin., CIC, Teachers, Title I Teacher, Teachers Date(s) / Timeframe: Ongoing Collaborating Departments: Early Childhood Department Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to develop engaging and rigorous lessons based on student needs with district-intervention-approved resources (Estrellita/Neuhaus) and data with PreK teachers using the gradual release model and assessment aligned with the FWISD curriculum phonological awareness. Intended Audience: Teachers and TAs Provider / Presenter / Person Responsible: Admin., CIC, Teachers, Title I Teacher Date(s) / Timeframe: On-going Collaborating Departments: Early Childhood Department Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Analyze the curriculum and resources to identify and interface materials to ensure all students are provided learning at their instructional level and differentiate as necessary. Intended Audience: Teachers and TAs Provider / Presenter / Person Responsible: Admin., CIC, Teachers, Title I Teacher Date(s) / Timeframe: On-going Collaborating Departments: Early Childhood Department Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: MAP reading growth demonstrates 28% English and 42% Spanish, which is lower than the district average. However, retention of PK skills has a significant drop in Kinder as measured by BOY MAP. Root Cause: Lack of understanding of how to respond to the data with differentiated instruction.

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 44% to 74% by May 2025.

Increase the percentage of Kindergarten--Grade 3 students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in Spanish from 30% to 70% by May 2025.

Increase the percentage of Hispanic students from 30% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP

Strategy 1: An instructional monitoring system will be implemented to track student growth for K-5. Systems will be established and monitored where students track their progress, teachers track progress, and administrators track (overall campus) progress to align instruction with the data.

Strategy's Expected Result/Impact: Monitoring systems will be established, including PLCs that focus on lesson planning and curriculum alignment.

Staff Responsible for Monitoring: Admin., CIC, Teachers, Title I Teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: MAP data walls will be created and displayed in each classroom to show students' patterns of growth and achievement, set goals, and monitor. Intended Audience: Teachers, Students Provider / Presenter / Person Responsible: Admin., CIC, Teachers, Title I Teacher Date(s) / Timeframe: On-going Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The leadership team will develop a PD to assist teachers and students in learning how to set realistic goals. The ILT meets weekly to calibrate regarding the implementation of instructional levels aligned with the campus instructional focus.</p> <p>Intended Audience: Teachers, Students Provider / Presenter / Person Responsible: Admin., CIC, Title I Teacher Date(s) / Timeframe: On-going Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 4: MAP reading growth demonstrates 28% English and 42% Spanish, which is lower than the district average. However, retention of PK skills has a significant drop in Kinder as measured by BOY MAP. Root Cause: Lack of understanding of how to respond to the data with differentiated instruction.</p>
School Processes & Programs
<p>Problem Statement 1: MAP Growth Reading (K-5) demonstrates that 27 % of students met grade level in English and 43% in Spanish. Root Cause: Our diverse population of students enter school with different levels of preparedness.</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 60% to 80% 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 37% to 70% by May 2025.

Increase the percentage of Hispanic students from 37% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP

Strategy 1: The Title I teacher, in addition to classroom and sped. teachers, will provide interventions during the school day. The teacher will track data based on MAP Growth in English and Spanish for K-5 students.

Strategy's Expected Result/Impact: Meet or exceed projected growth on MAP Growth Reading in English from 60% to 80% by May 2025. Meet or exceed projected growth on MAP Growth Reading in Spanish from 37% to 70% by May 2025.

Staff Responsible for Monitoring: Admin., CIC, Title I Teacher, Teachers

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 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will employ a Title I Teacher to support (pull out/push in) the needs of students not demonstrating mastery according to MAP, LEXIA, and DreamBox data and students below grade level.</p> <p>Intended Audience: Teachers and Students</p> <p>Provider / Presenter / Person Responsible: Admin., CIC, Title I Teacher, Teachers</p> <p>Date(s) / Timeframe: On-going</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6119-04E-159-30-510-000000-25F10 - \$68,745.60</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: CIC and Title I Teacher will provide lesson modeling Amplify and Eureka internalization for effective reading and writing strategies across grade levels to increase student achievement.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin., CIC, Title I Teacher, Teachers Date(s) / Timeframe: On-going Collaborating Departments: Literacy Department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will be trained, supported, and monitored in tracking data and aligning instruction/materials for intervention. Purchasing reading materials/supplies to ensure all students have access to intervention materials, including Emergent Bilingual and Special Education populations.</p> <p>Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Admin., CIC, Title I Teacher, Teachers Date(s) / Timeframe: On-going Delivery Method: In-Person</p> <p>Funding Sources: - SPED (199 PIC 23) - \$4,356, - SCE (199 PIC 24) - 199-11-6399-001-159-24-313-000000- - \$3,945, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-159-99-313-000000- - \$4,620</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Review IEPs, Case Loads, Accommodations, and progress reports data for sub-populations every six weeks to ensure accurate implementations and to make adjustments as needed based on data.</p> <p>Intended Audience: Teachers, Special Education and Students Provider / Presenter / Person Responsible: Teachers, Diagnostician, Special Education, LSSP, Speech, MTSS Coordinator, Administration, MHMR Date(s) / Timeframe: On-going 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 4: MAP reading growth demonstrates 28% English and 42% Spanish, which is lower than the district average. However, retention of PK skills has a significant drop in Kinder as measured by BOY MAP. **Root Cause:** Lack of understanding of how to respond to the data with differentiated instruction.

School Processes & Programs

Problem Statement 1: MAP Growth Reading (K-5) demonstrates that 27 % of students met grade level in English and 43% in Spanish. **Root Cause:** Our diverse population of students enter school with different levels of preparedness.

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 96% to 100% by May 2025.
Increase the percentage of Hispanic students from 96% to 100% by May 2025.

High Priority

Evaluation Data Sources: Circle Math

Strategy 1: Ensure all Pre-K teachers have professional development opportunities to learn and implement the new Pre-K TEKS with fidelity, utilizing the district-approved curriculum (Creative Curriculum)

Strategy's Expected Result/Impact: All Pre-K students will master Pre-K guidelines

Staff Responsible for Monitoring: Admin., CIC, Teachers, Title I Teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Professional development/PLC/Walkthrough opportunities will be provided to Pre-K teachers to ensure fidelity to curriculum, Tier 1 instruction, and differentiation. Intended Audience: Pre-K Teachers and Pre-K Assistants Provider / Presenter / Person Responsible: Teachers and Administrators Date(s) / Timeframe: On-going Collaborating Departments: Early Childhood department Delivery Method: District PD and Campus PLC's	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Using district-approved resources, PLCs, Professional Development opportunities, and Classroom Walkthroughs/Observations will be tailored to foundational reading/math skills to ensure students are successful with pre-requisites skills to master GL or above material.</p> <p>Intended Audience: Teachers and Assistants Provider / Presenter / Person Responsible: Teachers, CIC, and Admin. Date(s) / Timeframe: On-going Collaborating Departments: Early Childhood Delivery Method: Weekly Data in-person meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: PK teachers and TAs will receive training to identify roles and responsibilities that focus on instructional expectations and goals.</p> <p>Intended Audience: Teachers and Assistants Provider / Presenter / Person Responsible: Teachers, TAs, CIC, and Admin. Date(s) / Timeframe: On-going Collaborating Departments: Early Childhood Delivery Method: Weekly Data in-person meetings</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: Based on K-5 Lexia data as of EOY 2024, 36% and MAP/KEA data of kindergarten- 5th-grade students are working below GL. Root Cause: Lack of capacity to analyze assessment data to identify individual student needs and create action plans to support 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 in English from 73% to 75% by May 2025.
 Increase the percentage of Hispanic students who score On Track on TX-KEA Math in English from 42 to 45%% by May 2025.

High Priority

Evaluation Data Sources: TX-KEA Data

Strategy 1: Tier 1 Instruction is implemented with fidelity utilizing appropriate curriculum/resources with differentiation for Tier 2 and Tier 3 students.

Strategy's Expected Result/Impact: Teachers will have the necessary resources to support the mastery of foundational math skills and conceptual understanding for all students.

Staff Responsible for Monitoring: Teachers, CIC, and Admin.

Title I:

2.4, 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: Demographics 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Kinder teachers will plan and execute math lessons utilizing the math curriculum (Eureka) with support from CIC and Planning sessions, professional development workshops, and CIC modeling lessons.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC, and Admin.</p> <p>Date(s) / Timeframe: On-going</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: According to the TAPR, the campus has a 23% mobility rate, and students enter school with instructional gaps. **Root Cause:** Lack of consistency in implementing an early detection system to identify needs and appropriate interventions.

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 Math Growth from 39% to 50% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Growth in Math from 30% to 40% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Math Data

Strategy 1: Target professional development opportunities in the area of math to improve teacher capacity for well-executed lessons utilizing student data and purchasing district-approved resources.

Strategy's Expected Result/Impact: Teachers can address individual students' needs in the classroom using district-approved curriculum/resources. As a result, students will improve their ability to solve math problems.

Staff Responsible for Monitoring: Teachers, CIC, and Admin.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:


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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Materials and approved supplemental resources will be purchased to ensure all K-5th grade math teachers have the necessary tools, manipulatives and supports for students in the classroom.</p> <p>Intended Audience: Kinder - 5th Grade</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC, and Admin.</p> <p>Date(s) / Timeframe: On-going</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-159-11-313-000000- - \$6,000, - GT (199 PIC 21) - \$302, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-159-99-313-000000- - \$4,620</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: MAP Growth Math (K-5) demonstrates that 36 % of students met grade level in English and 26% in Spanish. Math foundational skills are insufficient to allow students to achieve conceptual understanding and apply to application to problem solving. **Root Cause:** Lack of capacity to unpack the standards to identify skills necessary to master TEKS.

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 in English from 19% to 30% by May 2025.

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Reading in English from 16% to 26% by May 2025.

High Priority

Evaluation Data Sources: STAAR Reading

Strategy 1: Set and prioritize the different support systems, resources and programs to ensure alignment in teaching all of our students reading.

Strategy's Expected Result/Impact: All students will be provided with individualized support in order to read and comprehend written grade-level text.

Staff Responsible for Monitoring: Teachers, CIC, and Admin.

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide reading materials for EB students who are not meeting their TELPAS target goals.</p> <p>Intended Audience: Kinder - 5th grade Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC, Admin. Title I Teacher</p> <p>Date(s) / Timeframe: On-going</p> <p>Collaborating Departments: Reading Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6321-XXX-159-11-313-000000- - \$3,240, - BEA (199 PIC 25) - 199-11-6399-001-159-25-313-000000 - \$1,433</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:

School Processes & Programs

Problem Statement 2: VLW students are not performing at high levels of academic rigor that would result in meets/masters designation on STAAR and MAP, which would result in maximum achievement and growth. **Root Cause:** Teachers are not teaching TEKS or extending the curriculum to the depth, rigor, and differentiation necessary to move students beyond the "Approaches" grade level on STAAR.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 18% to 30% by May 2025.

Increase the percentage of SE students scoring at MEETS or above on STAAR Math from 11% to 20% by May 2025.

High Priority

Evaluation Data Sources: STAAR Math

Strategy 1: Maintain data walls and conduct data meetings to ensure evidence-based decisions are made to ensure student academic outcomes.

Strategy's Expected Result/Impact: A data-informed staff will secure the capacity of teachers where all students monitor and set goals to solve math problems and learn math concepts at grade-level.

Staff Responsible for Monitoring: Teachers, CIC, Admin. Title I Teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Weekly PLC's will cycle through best instructional practices/modeling of lessons, MTSS, student data analysis and analyzing student work to ensure that individualized student action plans are set and delivered to ensure students are meeting grade-level standards.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC, Admin. Title I Teacher</p> <p>Date(s) / Timeframe: On-going</p> <p>Collaborating Departments: Math Department and MTSS Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Materials and approved supplemental resources will be purchased to ensure all Prek- 5th-grade math teachers have the necessary tools, manipulatives, and supports for students in the classroom.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: On-going Collaborating Departments: Math 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:

School Processes & Programs
<p>Problem Statement 2: VLW students are not performing at high levels of academic rigor that would result in meets/masters designation on STAAR and MAP, which would result in maximum achievement and growth. Root Cause: Teachers are not teaching TEKS or extending the curriculum to the depth, rigor, and differentiation necessary to move students beyond the "Approaches" grade level on STAAR.</p>

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

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

Performance Objective 1: Maintain the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 0% to 0% by May 2025.

Maintain the number and percentage of all subgroups (gender, race, program, other) from 0% to 0% by May 2025.

High Priority

Evaluation Data Sources: ADQ Attendance Reports

Strategy 1: Create a safe and nurturing environment where are students feel safe and be successful in their learning environment.

Strategy's Expected Result/Impact: Maintain a low % of chronically absent students with 1 or more courses below 90%.

Staff Responsible for Monitoring: Teachers, Admin.





Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide incentives and or celebrations for students who have perfect attendance at each six weeks period throughout the school year. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers and Admin. Date(s) / Timeframe: On-going Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate.

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 60% to 70% by May 2025. Increase positive response by special education students from 42% to 52% by May 2025.

High Priority

Evaluation Data Sources: FOCUS and Branching Minds

Strategy 1: Improve the quality of SEL lessons in all classrooms and content areas with an emphasis on identifying the needs of all students.

Strategy's Expected Result/Impact: Increase in positive response by students to the learning environment at our campus.

Staff Responsible for Monitoring: Staff, CIC, Title I, Admin.

Title I:

2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will create, implement, and monitor student positive behavioral plans for students with behavioral patterns. These plans will be documented using Branching Minds and will be monitored by ILT.</p> <p>Intended Audience: Staff</p> <p>Provider / Presenter / Person Responsible: Staff and ILT</p> <p>Date(s) / Timeframe: On-going</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate.

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 or the student group most marginalized on our campus from 2% to 0% by May 2025.

High Priority

Evaluation Data Sources: FOCUS and Branching Minds

Strategy 1: Incorporate a variety of SEL and MTSS(Multi Support Systems) resources to improve behavioral outcomes for all students.

Strategy's Expected Result/Impact: Decrease in suspensions as documented in FOCUS

Staff Responsible for Monitoring: Teachers and Admin.

Title I:

2.6, 4.1

- TEA Priorities:

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

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Student Referrals will be documented thoroughly in FOCUS.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: On-going Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: All students will be greeted at the entrance door by the ILT team and teachers every morning before going into their classrooms. Morning Meetings will be held twice weekly to ensure weekly are met and reviewed in class.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Teachers, ILT Date(s) / Timeframe: On-going Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate.

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 87% to 95% by May 2025.

High Priority

Evaluation Data Sources: Campus Sign In Sheets

Strategy 1: Create a variety of parent engagement event opportunities to communicate campus data and action plans to ensure all students meet grade-level expectations.

Strategy's Expected Result/Impact: Ensure that campus plans meet all students' individual needs based on school data.

Staff Responsible for Monitoring: ILT, Teachers, Family Engagement Specialist

Title I:

2.4, 2.5, 4.1, 4.2

- 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 5: Effective Instruction


Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Family engagement specialist will plan parent engagement events where our families can conduct activities together with families.</p> <p>Intended Audience: Community, Staff, Parent Engagement Specialis, Admin.</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: On-going</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-159-30-510-000000-25F10 - \$1,848</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Parental events and activities with a strong academic focus have lower turnout than activities perceived as "fun." **Root Cause:** The campus must incorporate and/or communicate the "fun" aspects of academic events. Academic events must be integrated and planned in conjunction with student performances and "fun" events.

Problem Statement 2: With an active and participatory staff and a fast-paced agenda, timely and accurate communication is imperative to keep all stakeholders connected and informed. Not all staff members are bilingual, and many parents are Spanish speakers. Communication must be in both English and Spanish. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04E-159-30-510-000000-25F10	\$68,745.60
Sub-Total							\$68,745.60
Budgeted Fund Source Amount							\$68,745.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for parents to promote participation	211-61-6499-04L-159-30-510-000000-25F10	\$1,848.00
Sub-Total							\$1,848.00
Budgeted Fund Source Amount							\$1,848.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-159-11-313-000000-	\$6,000.00
3	1	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-159-11-313-000000-	\$3,240.00
Sub-Total							\$9,240.00
Budgeted Fund Source Amount							\$9,240.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		GENERAL SUPPLIES		\$302.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$302.00
Budgeted Fund Source Amount							\$302.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		OTHER READING MATERIALS		\$4,356.00
Sub-Total							\$4,356.00
Budgeted Fund Source Amount							\$4,356.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		Supplies and materials for instructional use	199-11-6399-001-159-24-313-000000-	\$3,945.00
Sub-Total							\$3,945.00
Budgeted Fund Source Amount							\$3,945.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Supplies and materials - instruction	199-11-6399-001-159-25-313-000000	\$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
1	3	1	3		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-159-99-313-000000-	\$4,620.00
2	3	1	1		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-159-99-313-000000-	\$4,620.00
Sub-Total							\$9,240.00
Budgeted Fund Source Amount							\$9,240.00
+/- Difference							\$0.00
Grand Total Budgeted							\$99,109.60
Grand Total Spent							\$99,109.60
+/- 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