

Fort Worth Independent School District
194 Daggett Montessori School
2024-2025 Campus Improvement Plan



Mission Statement

To inspire a self-directed student with an ethical foundation that fosters a desire for life-long learning by guiding the child from self to community and by creating a nurturing and supportive environment.

Vision

To cultivate all students' educational experience to produce global citizens who are empowered with knowledge, skills, and integrity.

Value Statement

Core Values

We believe in nurturing the whole child to become a responsible global citizen who acts with integrity.

We foster peace with grace, courtesy and respect.

We utilize rigorous curriculum taught within the Montessori philosophy.

We cultivate the concept of “we” by developing the whole child through social, spiritual, emotional and academic values.

We achieve this through the guidance of empowered and inspired educators who lay the foundation that provide the opportunity to create life-long learners.

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Comprehensive Needs Assessment

Revised/Approved: September 24, 2024

Demographics

Demographics Summary

Daggett Montessori School is a kindergarten through 8th grade school of choice in the Fort Worth Independent School District. As a school of choice, our enrollment remains at 540. Families apply for enrollment to the school and chosen through a lottery system. As public Montessori school, our curriculum and teaching practices are that developed by Maria Montessori. As a public school, we are subject and responsible for teaching all state TEKS and administering all state assessments.

The student demographics are listed in the the table below.

Race	Campus %	D
African American	5	
Hispanic	58	
White	32	
American Indian	0	
Pacific Islander	0	
Two or More Races	.04	

The process of enrollment including the lottery system of acceptance does take away any influences in the system creating an equitable system. Although the student body doesn't fully reflect the district demographics, the enrollment is diverse both by race and socio-economics. Currently the percentage of students who qualify for the free/reduced lunch program is 46%.

Demographics Strengths

The demographic strengths include a low mobility rate. Students begin in kindergarten and many remain until 8th grade. Families make a commitment to their child and the school. Students enroll from all areas of the district. Because of this commitment, teachers are able to build relationships with families to better serve our students. In addition, families are more likely to volunteer even as students become older because they are in the same school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Problem Statement 2 (Prioritized): Lack of knowledge of the existence of the school **Root Cause:** Lack of district outreach

Student Learning

Student Learning Summary

Daggett Montessori School is a school of choice within the FWISD. Students apply for the program and are accepted for enrollment based on a lottery system. With the use of the Montessori philosophy and curriculum flow chart, students engage in learning through the use of activities developed by Dr. Montessori. For the current school year, DMS is a Title I school with 50% of students qualifying for the free/reduced lunch program. In the 2024-2025 school year, the projected percentage will be 46%. As a campus, the student data for the State of Texas Assessment of Academic Readiness in the spring of 2023 indicated we excelled above the district scores in all content areas except in 4th-grade math, and we scored at the district level in 5th-grade math. Also, special populations exhibited a decline in student academic performance on STAAR, especially African Americans, Emergent Bilinguals, and Sped students. Additionally, the TELPAS results of spring 2023 reflected a 63% stagnation in growth, a 17% improvement, and a 19% regress.

To increase student academic performance school-wide, the campus has conducted data-driven meetings and PLCs to analyze student data and improve pedagogy practices, arranged learning walks amongst teachers, performed demonstrative Montessori lessons by modeling instructional practices, and teachers were allowed to attend AMI (American Montessori International) for professional development.

Student Learning Strengths

As a campus, we have made academic gains in all content areas. The Interim assessments have demonstrated academic growth in reading, math, and science. The data reflected that the student scores have surpassed the District scores in all content areas except 5th grade math which was at a three point difference. Also, the MAP Growth data reflected continuous improvement in math and reading from BOY to MOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.

Problem Statement 2 (Prioritized): Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Inclusion support and resource support are not aligned.

Problem Statement 3 (Prioritized): Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Data analysis on each of the student groups is not translating into specific classroom strategies.

School Processes & Programs

School Processes & Programs Summary

As a Montessori school with the FWISD, teachers must have training from an accredited training center. Currently, we have 18 lower elementary and upper elementary teachers. One teacher is new and will begin a training program this summer. On going training is inconsistent with no district plan. We are currently working with school district on a long term on going professional development that supports the school efforts and Montessori learning experience. In addition, teachers must be trained at the appropriate level. We do have teachers who have been trained but are teaching at a level in which they do not have the specific training. At the middle school level, our program is a traditional program. As a middle school team, we are currently redefining our student outcomes as part of a Montessori school. This summer, our work will continue with across the board update training at the appropriate level. We are currently implementing the Leader in Me program to instill leadership skills using the resource 7 Habits of Highly Effective Teens. This will ensure teachers are maintaining the Montessori philosophy in their teaching practices.

Families apply for acceptance into the school. Each year, we accept 55 kindergarten students along with other to fill openings in each of the grade levels. A few students are accepted in each of the grade levels to maintain an overall consistent enrollment of 560. The Schools of Choice process begins in November each year and in a normal year consists of district wide expo of all schools of choice and informational website. In a traditional year, the student recruitment process included campus visits as well. The recruitment process this year was solely virtual.

The Montessori shelf activities is a critical piece of Montessori education; therefore, having a complete set of materials appropriate to the level is important. There is an inconsistency of support to replenishing the materials. This year, we were able to refurbish/replace a portion of the materials. However, we have an inconsistent level of use that needs to be aligned from class to class within the grade level and vertically from level to level. At the middle school level, the experience of the Montessori child is currently being developed by the middle school team. We have to find our purpose as a middle school Montessori.

Generally student achievement is consistent and students perform at a high levels of achievement. We are able to offer honors classes, English I, and Algebra I as well. Students can also take fine arts classes including art, theater, band, orchestra, and choir. In addition, students can take computer literacy and a foreign language.

Teacher retention is consistent. There is not much turnover among teachers. The recruitment is difficult since there is no specific protocol to hire teachers with this specific training nor is there a system to support teachers. There is no district coach to help teachers manage both the Montessori while incorporating state requirements.

The Parent Teacher Association is well established and provides financial support to our teachers and students. Due to the pandemic, parents have not been involved as they have in years past. In addition, the overall school demographics is not represented in the parent leadership group of the organization. Although, all instruction is in English, we have healthy population of parents, who seek information in Spanish, 10%.

School Processes & Programs Strengths

The strength of the program is the high level of training involved to obtain the appropriate Montessori credentials. Teachers maintaining the fidelity of the Montessori philosophies and practices aligns the instruction from K-8th grade. As students become older and remain in the program as middle school students, they are well equipped to function in any school settings beyond middle school. Teachers collaborate to continuously develop the portrait of a Daggett Montessori graduate which focuses on technical skills, leadership skills, and a responsibility to those around them and their environment. Students leave the program well rounded, independent with the ability to positively impact their future.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Montessori specific professional development is inconsistent. **Root Cause:** School lacks specific funding for PD planning.

Problem Statement 2 (Prioritized): District curriculum and resources does not account for campus curriculum and PD needs. **Root Cause:** District curriculum departments do not account for the Montessori program.

Problem Statement 3 (Prioritized): School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Perceptions

Perceptions Summary

The general climate of the building is one that follows the teaching of Maria Montessori. The goal is to build young independent learners who are responsible to their peers and the environment. The philosophy of teaching focuses on teaching with the concrete moving into the abstract. This is indicative of the materials used. With the Montessori materials, students better understand abstract concepts. In addition, students are taught to work independently and concentrate through a work cycle that is no less 3 hours. It is in this concentration, students learn deeper and fulfill their natural inquisitive nature. The student also becomes comfortable in their environment learning to both appreciate their natural surroundings and take care of their natural surroundings.

From feedback, parents are satisfied with the overall experiences of the students. Parents are generally pleased with the overall student achievement.

Perceptions Strengths

Perceptions are generally positive. Because students learn independently, students have the ability to delve deeper into a subject and most often simply for the purpose of learning more about that subject. Other perceptions over the independent learning include the idea, that students who struggle academically can do well in a Montessori environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task. **Root Cause:** The Montessori curriculum does not align with TEKS.

Problem Statement 2 (Prioritized): Vertical alignment between Middle School and Elementary School is limited. **Root Cause:** Lack of time and opportunity for elementary and middle school teachers to align the vertical development of students.

Problem Statement 3 (Prioritized): School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Priority Problem Statements

Problem Statement 1: School enrollment does not reflect all areas of the district.

Root Cause 1: All families are not aware of the Schools of Choice offered by FWISD.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.

Root Cause 2: Inclusion support and resource support are not aligned.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.

Root Cause 3: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.

Root Cause 4: Data analysis on each of the student groups is not translating into specific classroom strategies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Montessori specific professional development is inconsistent.

Root Cause 5: School lacks specific funding for PD planning.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: District curriculum and resources does not account for campus curriculum and PD needs.

Root Cause 6: District curriculum departments do not account for the Montessori program.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task.

Root Cause 7: The Montessori curriculum does not align with TEKS.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Vertical alignment between Middle School and Elementary School is limited.

Root Cause 8: Lack of time and opportunity for elementary and middle school teachers to align the vertical development of students.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Lack of knowledge of the existence of the school

Root Cause 9: Lack of district outreach

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: September 24, 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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from ___% 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 ___% to 75% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to 70% by May 2025.

Evaluation Data Sources: EOY Map

Strategy 1: Teacher planning/collaboration sessions/PLC. Each elementary grade level team will participate in biweekly PLCs to align instruction practices.

Strategy's Expected Result/Impact: Align TEKS with Montessori Work Objectives

Staff Responsible for Monitoring: Elementary Montessori Teachers; Admin

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Schedule Planning/Collaboration Days - Provide Substitutes for planning Intended Audience: Teachers, librarian, and teacher assistants Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: Fall of 2024 Collaborating Departments: Grade Level Teachers Delivery Method: In House Collaboration Funding Sources: Substitutes - GT (199 PIC 21) - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase general supplies to support instruction Intended Audience: Teachers/Students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: general supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-194-11-313-000000- - \$5,000, general supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-194-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase supplemental instructional materials for reading, math, and science Intended Audience: students Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: August 2024 - February 2025 Delivery Method: Purchase supplemental instructional materials Funding Sources: supplemental instructional materials - BASIC (199 PIC 11) - 199-11-6321-XXX-194-11-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Ensure literary components are embedded in Montessori lessons and the workplan. Ensure literary components are explicitly taught in small groups.

Strategy's Expected Result/Impact: Consistent literacy instruction across Montessori classrooms.

Staff Responsible for Monitoring: Elementary Montessori Teachers; Administration

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 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Provide planning days for teachers to collaborate and build six weeks student workplans inclusive of the literacy resources used Intended Audience: teachers Provider / Presenter / Person Responsible: admin Date(s) / Timeframe: 1 day per six weeks Collaborating Departments: elementary teachers Delivery Method: In house collaboration Funding Sources: Substitutes for planning - GT (199 PIC 21) - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase reading materials for library collection in class and in the library Intended Audience: students Provider / Presenter / Person Responsible: Librarian Funding Sources: Reading Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-194-99-313-000000- - \$4,020, General Materials to support instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-194-11-313-000000- - \$3,900	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 3: Provide Professional Development authentic to Montessori and literature.

Strategy's Expected Result/Impact: Teachers participate in authentic professional development specifically for the Montessori classroom and environment.

Staff Responsible for Monitoring: Administration

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Professional Development to support Montessori instruction Intended Audience: Teachers Provider / Presenter / Person Responsible: Admins Date(s) / Timeframe: Fall 2024 Collaborating Departments: Literacy Dept / Teachers Delivery Method: Seek PD from Montessori instruction providers Funding Sources: Teacher Literacy PD - GT (199 PIC 21) - \$2,446	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide Professional Development for Admin to support school instruction Funding Sources: funding for administration PD - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-194-99-313-000000- - \$2,000, Professional Association Membership - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-194-99-313-000000- - \$700	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 4: Focus on small group interventions and presentations.

Strategy's Expected Result/Impact: Work with small groups of students

Staff Responsible for Monitoring: Administration

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

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Employ teacher assistant to assist with small group support in the classroom Intended Audience: Students Date(s) / Timeframe: August 2024-June 2025 Funding Sources: Teacher Assistant - TITLE I (211) - 211-11-6129-04E-194-30-510-000000-25F10 - \$26,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase general supplies for student populations including students w/ IEP, 504 plan, or coded as EB Intended Audience: All student populations Date(s) / Timeframe: Aug 2024 - May 2025 Collaborating Departments: Spec Education and ESL Teachers Funding Sources: General Supplies for Special Education - SPED (199 PIC 23) - \$2,083, General Supplies to support EB program - BEA (199 PIC 25) - 199-11-6399-001-194-25-313-000000 - \$491</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.</p> <p>Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.</p> <p>Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.</p>
School Processes & Programs
<p>Problem Statement 1: Montessori specific professional development is inconsistent. Root Cause: School lacks specific funding for PD planning.</p> <p>Problem Statement 2: District curriculum and resources does not account for campus curriculum and PD needs. Root Cause: District curriculum departments do not account for the Montessori program.</p>

Perceptions

Problem Statement 1: Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task. **Root Cause:** The Montessori curriculum does not align with TEKS.

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 through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 75% 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 __% to 75% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 54% to 70% by May 2025.

Strategy 1: Employ tutors for pull out tutoring program supporting students in grades 3-5.

Strategy's Expected Result/Impact: Students will receive small group intervention instruction to strengthen reading and math skills.

Staff Responsible for Monitoring: Administration

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

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Employ tutor for pull out tutoring during the school day</p> <p>Intended Audience: Students in small groups</p> <p>Provider / Presenter / Person Responsible: Hired tutors/Teachers/ Admin</p> <p>Date(s) / Timeframe: 2nd six weeks through 5th six weeks</p> <p>Collaborating Departments: Teachers</p> <p>Delivery Method: Pull out tutoring approximately 2x week</p> <p>Funding Sources: Tutoring Funding - SCE (199 PIC 24) - 199-11-6117-001-194-24-313-000000- - \$5,196</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Purchase supplemental reading/math materials/resources, both digital and printed.

Strategy's Expected Result/Impact: Small group targeted instruction for reading/math STAAR support

Staff Responsible for Monitoring: Administration; Teachers

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

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplemental materials Intended Audience: Students Provider / Presenter / Person Responsible: Admin/Teachers Date(s) / Timeframe: August-October 2024 Collaborating Departments: Teachers Funding Sources: Supplemental Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-194-99-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: After school tutoring for reading and math

Strategy's Expected Result/Impact: Additional math and reading instruction

Staff Responsible for Monitoring: Teachers and Campus Admin

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

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Afterschool tutoring program Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 2nd - 5th six weeks after school tutoring Collaborating Departments: Teachers Funding Sources: Extra duty pay for tutoring - TITLE I (211) - 211-11-6116-04E-194-30-510-000000-25F10 - \$14,480	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.</p>
<p>Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.</p>
<p>Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.</p>
Perceptions
<p>Problem Statement 1: Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task. Root Cause: The Montessori curriculum does not align with TEKS.</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 Kinder students who score On Track on TX-KEA Math from 63% to 70% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 63% to 70% by May 2025.

Evaluation Data Sources: BOY TX KEA

Strategy 1: Monitor students' progress throughout the academic year using the Montessori Kinder Inventory Assessment

Strategy's Expected Result/Impact: Students demonstrate academic growth in math.

Staff Responsible for Monitoring: Teachers

Title I:

2.4, 2.5, 2.6, 4.2





- **TEA Priorities:**

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

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC collaboration every 6 weeks about students' academic progress on the Montessori Kinder Inventory Assessment</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Kinder Teachers</p> <p>Delivery Method: PLC 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

Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.

Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Inclusion support and resource support are not aligned.

Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 62% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 50 % by May 2025.

Evaluation Data Sources: MAP Math Growth BOY, MOY, and EOY

Strategy 1: Construct goals with students based on MAP growth data.

Strategy's Expected Result/Impact: Student ownership and Increased student growth

Staff Responsible for Monitoring: Administration and Teachers

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

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: At the beginning of the 2024 academic school year, teachers hold student conferences to set goals and identify areas of focus.</p> <p>Intended Audience: All student populations Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Teachers and students Delivery Method: Staff Meeting/PLC</p> <p>Funding Sources: Extra duty pay for tutoring - SPED (199 PIC 23) - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Purchase supplemental reading/math for specific support and purchase on line reading/math materials

Strategy's Expected Result/Impact: Individualized or Small group targeted instruction for reading/math support

Staff Responsible for Monitoring: Campus Admin/Grade-Level Team Leaders

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

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration with teachers about ordering instructional materials to support student learning and academic growth.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: August 2024 - December 2024</p> <p>Collaborating Departments: Admin and Teachers</p> <p>Delivery Method: Staff Meeting and Email</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: After school tutoring for reading and math

Strategy's Expected Result/Impact: Additional Math and Reading Instruction

Staff Responsible for Monitoring: Teachers and Campus Admin

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

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Afterschool tutoring program Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/Admin Date(s) / Timeframe: 2nd six weeks - 5th six weeks Delivery Method: After school tutoring Funding Sources: Extra Duty Pay - UNDISTRIBUTED (199 PIC 99) - 199-12-6116-XXX-194-99-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 4: Employ Teacher Assistant w/ Title I Funds to support effective small group instruction

Strategy's Expected Result/Impact: Increase student support with small group instruction

Staff Responsible for Monitoring: Admin and Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teacher assistant professional development on how to deliver effective small group instruction Intended Audience: All student populations Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Admin, teachers, and teacher assistants Delivery Method: Professional Development or Staff Meeting	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.</p> <p>Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.</p> <p>Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.</p>
School Processes & Programs
<p>Problem Statement 2: District curriculum and resources does not account for campus curriculum and PD needs. Root Cause: District curriculum departments do not account for the Montessori program.</p>
Perceptions
<p>Problem Statement 1: Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task. Root Cause: The Montessori curriculum does not align with TEKS.</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 57% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2025.

Strategy 1: Increase the percentage of the most marginalized student group and 3-5 grade students scoring at MEETS or above on STAAR Reading through intentional and strategic planning

Strategy's Expected Result/Impact: Increase of STAAR Reading scores at MEETS or Above

Staff Responsible for Monitoring: Admin and Secondary/Elementary Teachers

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 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Intentional and relevant small reading groups or Montessori presentations that address TEKS and literary components of reading Intended Audience: All student groups Provider / Presenter / Person Responsible: Teachers and Teacher Assistants Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Admin, Teachers, and Teacher Assistants Delivery Method: Staff meetings and PLC's	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continuously look at all student group data to ensure all students are progressing academically Intended Audience: All student groups Provider / Presenter / Person Responsible: Admin and Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Admin and Teachers Delivery Method: PLC's and Staff Meetings	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Consistently utilize ESL strategies and monitor EB progress Intended Audience: EB students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Admin and Teachers Delivery Method: PLC's	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Community engagement for student success

Strategy's Expected Result/Impact: Students translate classroom learning into "real-world" skills.

Staff Responsible for Monitoring: Admin, Teachers, and Counselor

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Build student capacity through Career Day, High School Expo, and Guest Speakers from the community Intended Audience: Students Provider / Presenter / Person Responsible: Admin and Counselor Date(s) / Timeframe: October 2024 - May 2025 Collaborating Departments: Admin and Counselor Delivery Method: Staff Meetings	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
Problem Statement 1: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.
Student Learning
Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.
Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.
Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.
School Processes & Programs
Problem Statement 3: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.
Perceptions
Problem Statement 1: Ensuring TEKS are incorporated in the daily teaching is an ongoing planning task. Root Cause: The Montessori curriculum does not align with TEKS.
Problem Statement 3: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.

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 45__% to 60__% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _50_% to 70__% by May 2025.

Strategy 1: Increase the percentage of the most marginalized student group and 3-5 grade students scoring at MEETS or above on STAAR Math through intentional and strategic planning

Strategy's Expected Result/Impact: Increase of STAAR Math scores at MEETS or Above

Staff Responsible for Monitoring: Admin and Secondary/Elementary Teachers

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 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Intentional and relevant small math groups or Montessori presentations that address math TEKS and math processes Intended Audience: All student groups Provider / Presenter / Person Responsible: Teachers and Teacher Assistants Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Admin, Teachers, and Teacher Assistants Delivery Method: Staff meetings and PLC's	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continuously look at student group data to ensure all students are progressing academically Intended Audience: All student groups Provider / Presenter / Person Responsible: Admin and Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Admin and Teachers Delivery Method: Staff meetings and PLC's	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Consistently utilize ESL strategies and monitor EB progress Intended Audience: EB students Provider / Presenter / Person Responsible: Teachers and Teacher Assistants Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Admin and Teachers Delivery Method: PLC's and Staff Meetings	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: Community engagement for student success

Strategy's Expected Result/Impact: Students translate classroom learning into "real-world" skills

Staff Responsible for Monitoring: Admin, Teachers, and Counselor

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

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

Action Step 1 Details	Reviews			
Action Step 1: Build student capacity through Career Day, High School Expo, and Guest Speakers from the community Intended Audience: All student groups Provider / Presenter / Person Responsible: Admin and Counselor Date(s) / Timeframe: October 2024 - May 2025 Collaborating Departments: Admin and Counselor Delivery Method: Staff Meetings	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.
Student Learning
Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.
Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.
Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.
School Processes & Programs
Problem Statement 3: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.
Perceptions
Problem Statement 3: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.

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 50 % to 40 % 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 10 % to 7 % by May 2025.

Strategy 1: Communicate the importance of consistent attendance and state guidelines to all parents.

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: Parent Liason, Behavioral Interventionists, and Counselor

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


Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide an opportunity for attendance restoration</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: 2nd Six weeks - 5th six weeks</p> <p>Funding Sources: Extra Duty Pay of Support Staff - UNDISTRIBUTED (199 PIC 99) - 199-12-6121-XXX-194-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Student Learning

Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.

Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Inclusion support and resource support are not aligned.

Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. **Root Cause:** Data analysis on each of the student groups is not translating into specific classroom strategies.

School Processes & Programs

Problem Statement 3: School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Perceptions

Problem Statement 3: School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

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 80_% by May 2025.

Strategy 1: Strengthen and refine the school climate so that there is a spirit of connectedness and a sense of belonging amongst all students

Strategy's Expected Result/Impact: All students will feel welcomed and view school as a safe haven to learn.

Staff Responsible for Monitoring: Admin and staff





Title I:

2.5, 2.6

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3 - Perceptions 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Structured morning meetings that encompasses the "Lead in Me" tenets</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin and Teachers</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Admin and Lead Teachers</p> <p>Delivery Method: Team Leader 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>				

Strategy 2: Engage Families in various parent workshops include Montessori parent workshops, health expos, and topics critical to the development of today's youth.

Strategy's Expected Result/Impact: Connected and informed families engaged with the school and students

Staff Responsible for Monitoring: Administrators, teacher leaders, counseling team, and PE teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Plan parent workshops for parents with teacher leaders. Set dates for workshops. Advertise parent workshops and provide childcare at workshops.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Teacher leaders, administration, counseling team</p> <p>Date(s) / Timeframe: September 2024-March 2025</p> <p>Collaborating Departments: Counseling Department</p> <p>Delivery Method: In person workshop</p> <p>Funding Sources: Extra Duty Pay for Support Staff - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-194-30-510-000000-25F10 - \$300, Extra Duty Pay for Teachers - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-194-30-510-000000-25F10 - \$550, Family Science Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-194-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: School enrollment does not reflect all areas of the district. Root Cause: All families are not aware of the Schools of Choice offered by FWISD.</p>
Student Learning
<p>Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.</p> <p>Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups. Root Cause: Inclusion support and resource support are not aligned.</p>

Student Learning

Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.

School Processes & Programs

Problem Statement 3: School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

Perceptions

Problem Statement 2: Vertical alignment between Middle School and Elementary School is limited. **Root Cause:** Lack of time and opportunity for elementary and middle school teachers to align the vertical development of students.

Problem Statement 3: School enrollment does not reflect all areas of the district. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

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 50 to 25 by May 2025.

Strategy 1: Utilize a variety of restorative practices as behavior intervention

Strategy's Expected Result/Impact: An equitable system for out-of-school suspensions ad additional restorative practices.

Staff Responsible for Monitoring: Admin and Discipline Team

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 3: Positive School Culture

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Refine campus behavior plan using PBIS (positive behavioral interventions and supports) Intended Audience: All student groups Provider / Presenter / Person Responsible: Admin and Discipline Team Date(s) / Timeframe: August 2024 - August 2025 Collaborating Departments: Admin and Discipline Team Delivery Method: Admin Meeting	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Intentionality of EB instructional strategies such as sheltered instruction and ELPS is lacking in classroom instruction. Professional development is limited in implementing such strategies in a Montessori setting.

Problem Statement 2: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Inclusion support and resource support are not aligned.

Problem Statement 3: Achievement scores for the Emergent Bilingual, Special Education, African American, and Hispanic student groups lag behind all other student groups.
Root Cause: Data analysis on each of the student groups is not translating into specific classroom strategies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candida Sangsvang	Teacher Assistant	Title I	1.0

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	4	1	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-194-30-510-000000-25F10	\$26,000.00
1	2	3	1	Extra duty pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-194-30-510-000000-25F10	\$14,480.00
Sub-Total							\$40,480.00
Budgeted Fund Source Amount							\$40,480.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	2	1	Extra Duty Pay for Teachers	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-194-30-510-000000-25F10	\$550.00
4	2	2	1	Extra Duty Pay for Support Staff	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-194-30-510-000000-25F10	\$300.00
4	2	2	1	Family Science Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-194-30-510-000000-25F10	\$800.00
Sub-Total							\$1,650.00
Budgeted Fund Source Amount							\$1,650.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	general supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-194-11-313-000000-	\$5,000.00
1	1	1	3	supplemental instructional materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-194-11-313-000000-	\$5,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	General Materials to support instruction	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-194-11-313-000000-	\$3,900.00
Sub-Total							\$13,900.00
Budgeted Fund Source Amount							\$13,900.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes	SUBS - PROFESSIONAL		\$1,000.00
1	1	2	1	Substitutes for planning	SUBS - PROFESSIONAL		\$1,000.00
1	1	3	1	Teacher Literacy PD	TRAVEL - EMPLOYEE ONLY		\$2,446.00
Sub-Total							\$4,446.00
Budgeted Fund Source Amount							\$4,446.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	4	2	General Supplies for Special Education	GENERAL SUPPLIES		\$2,083.00
2	2	1	1	Extra duty pay for tutoring	EXTRA DUTY - PROFESSIONAL		\$4,000.00
Sub-Total							\$6,083.00
Budgeted Fund Source Amount							\$6,083.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Tutoring Funding	Tutors with degree or certified	199-11-6117-001-194-24-313-000000-	\$5,196.00
Sub-Total							\$5,196.00
Budgeted Fund Source Amount							\$5,196.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	4	2	General Supplies to support EB program	Supplies and materials - instruction	199-11-6399-001-194-25-313-000000	\$491.00
Sub-Total							\$491.00
Budgeted Fund Source Amount							\$491.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	general supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-194-99-313-000000-	\$500.00
1	1	2	2	Reading Materials	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-194-99-313-000000-	\$4,020.00
1	1	3	2	funding for administration PD	SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-194-99-313-000000-	\$2,000.00
1	1	3	2	Professional Association Membership	SCHOOL LEADERSHIP DUES	199-23-6495-XXX-194-99-313-000000-	\$700.00
1	2	2	1	Supplemental Materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-194-99-313-000000-	\$5,000.00
2	2	3	1	Extra Duty Pay	INSTRCTNL RES/MED SVCS EXTRA DUTY - PROFESSIONAL	199-12-6116-XXX-194-99-313-000000-	\$5,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Extra Duty Pay of Support Staff	INSTRCTNL RES/MED SVCS EXTRA DUTY/OT - SUPPORT	199-12-6121-XXX-194-99-313-000000-	\$500.00
Sub-Total							\$17,720.00
Budgeted Fund Source Amount							\$17,720.00
+/- Difference							\$0.00
Grand Total Budgeted							\$89,966.00
Grand Total Spent							\$89,966.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024