

**Fort Worth Independent School District
148 Charles E. Nash Elementary School
2024-2025 Campus Improvement Plan**

Accountability Rating: C



Mission Statement

MISSION STATEMENT

To positively impact all students academically and emotionally by sharing our passion for learning

Vision

VISION STATEMENT

All Roadrunners feel loved, appreciated and encouraged to develop to their full potential.

Value Statement

We treat others the way we want to be treated.

We approach daily challenges with an open-mind and fresh perspective

We set high expectations for our students and give them the tools to achieve them.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets on STAAR Reading from 20% to 30% by August 2025.	16
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets on STAAR Mathematics from 20% to 30% by August 2025.	23
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	31
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	35
Campus Needs Assessment Committee	40
Campus Funding Summary	41
Policies, Procedures, and Requirements	46

Comprehensive Needs Assessment

Revised/Approved: May 31, 2024

Demographics

Demographics Summary

Charles E. Nash Elementary has served the students of Fort Worth's Rock Island Community since 1928. Average campus enrollment is 223 pre-kindergarten through fifth grade students. The student population is approximately 34% African American; 57% Hispanic; 5% Two or More and 4% White. 88% percent of students are classified as economically disadvantaged, and 26% are Emergent Bilingual students. Special education students make up 10% of the campus population, 5% of students have a 504 plan, and 8% of students are classified as gifted and talented. Nash is a small school with an average of 19 students to one teacher. In this current school year, 42% of the faculty are early career teachers and 92% of teachers have ESL or Bilingual certification.

Over the last 6 years, a focus on social emotional learning, mindfulness strategies, and restorative practices have continued to transform teachers' beliefs about classroom discipline and facilitate the development of student self-regulation. However, 13% of students consistently struggle with self-regulations or do not know how to maintain positive peer relationships according to counselor's logs. Both the teachers and the counseling department input student behavior and strategies in Branching Minds. This school year, we implemented Honorable Character. Due to the extreme behavior of a few students, discipline referrals have been inputted due to the safety of others. A district interventionist has assisted with a student point system for students needing greater support and providing teachers with behavior strategies. They also have low achievement and low growth scores due to their dis-regulation and being sent out of class for disrupting.

Attendance increased from 91% in the 2022-2023 school year to 92% for the 2023-2024 school year. 29% of students are chronically absent with PreK at 45%, KG at 34%, 1st grade at 36%, 2nd grade at 25%, 3rd grade at 19%, 4th grade at 27%, and 5th grade at 38%. Chronically absent have greater academic gaps and are unable to attend after hours interventions due to transportation.

There was 0% teacher and staff turnover rate from the previous school. 86% of teachers are ESL/bilingual certificated and HB 3 certificated. 33% of teachers are have a TIA distinguishes.

Enrollment at Nash had steadily declined as its working-class neighborhood has experienced gentrification; however, it has stabilized this past three years. Many of the families who had attended the campus for three or four generations have now moved from the neighborhood. Most students no longer live within walking distance of the campus and many depend on district transportation. Transportation has been a major factor in parents not being to keep their students enrolled at Nash as in previous years. The mobility rate at is 53 students who enrolled after the start of the school year and 38 students who withdrew after the start of the school. There were 12 students who enrolled after the start of the school year the withdrew before the school year ended. Families are supportive when you call for assistance. They attend family events and parent conferences.

Demographics Strengths

Attendance has increased from last year.

Families are supportive of the campus and activities.

School staff focus on the social and emotional wellness of students.

0% turnover rate.

33% of teachers have a TIA distinguish.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth. **Root Cause:** The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.

Problem Statement 2 (Prioritized): 15% of chronically absent students are not on grade level and demonstrate low academic growth. **Root Cause:** The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.

Problem Statement 3: The mobility rate is high. **Root Cause:** Since the majority of the housing around the school are apartments, families are transited.

Student Learning

Student Learning Summary

Student Learning:

Currently, The TEA accountability rating for Nash Elementary is a C. The 2022 - 2023 STAAR data shows that students made accelerated growth points in both reading and math. This shows that student interventions put in place were successful to begin closing the gaps for students in grades 3-5.

Reading and math achievement and growth is not has significant has it should be according to various data indicators.

Below are the individual Reading scores by grade level for MAP Growth, MAP Fluency and Lexia:

	MAP Achievement BOY to EOY	MAP Growth - Students who meant projected growth at EOY	LEXIA EOY Student Growth	LEXIA EOY Students on or Above Grade Level
Kinder	42% to 34%	52%	68%	96%
1 st	20% to 30%	47%	47%	71%
2 nd	34% to 23%	16%	26%	74%
3 rd	32% to 41%	53%	18%	69%
4 th	50% to 47%	46%	16%	76%
5 th	55% to 71%	67%	40%	60%

Below are the individual Math scores by grade level for MAP Growth:

	MAP Achievement BOY to EOY	MAP Growth - Students who meant projected growth at EOY
Kinder	37% to 46%	57%
1 st	30% to 26%	24%
2 nd	42% to 36%	28%
3 rd	29% to 43%	70%
4 th	42% to 48%	50%
5 th	69% to 67%	64%

TELPAS scores for the 2023 -2024 school year indicated a 50% remains the same, 47% progressed and 3% regression compared to 2022 - 2023 with a 26% regression.

2024 STAAR Scores:

	Approaches		Meets		Master		Growth
	2023	2024	2023	2024	2023	2023	2023 to 2024

	Approaches		Meets		Master		Growth
Math	54%	63%	32%	38%	10%	12%	67%
Reading	67%	71%	36%	42%	8%	11%	63%
Science	39%	58%	20%	8%	7%	0%	

Even though each grade level has a consistent intervention block, WIN Time, not all teachers are consistently providing small group instruction due to the number of students below grade level or not using the resources for intervention.

A few teachers are not consistently providing students with a success criteria to ensure students have the clarity to master the learning objective. Teachers who utilize intentional monitoring are providing in the moment feedback and reteach. Teachers are customizing lesson to a greater degree this school year and aligning the learning focus to the TEKS. 3rd – 5th grade teachers are aligning exit tickets to STAAR released questions to ensure rigor. There are inconsistencies in providing scaffolding techniques and differentiation. Walkthroughs indicate that the majority of teacher execute instructional alignment as evidenced in the lesson plans and lesson execution including posted learning resources. Even though there is greater student dialogue, several teachers are still carrying the academic load and not releasing students to do the thinking.

Student Learning Strengths

5th grade has the highest achievement for reading according to MAP Growth at 71%.

Kinder has 96% of students on grade level according to Lexia.

3rd grade has the highest growth in math at 70% according to MAP Growth.

There was a 23% improvement in TELPAS regression.

STAAR reading and math scores improved from 2022 to 2023

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. **Root Cause:** The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.

Problem Statement 2 (Prioritized): According to MAP Growth data, math growth decreased five percentage points and achievement for math is at the 38th percentile. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaborative on how to constantly implement a reteach lesson based on the data of the exit ticket.

School Processes & Programs

School Processes & Programs Summary

At Nash Elementary, we are focused on leveraging teachers' current strengths while intentionally building their instructional skills, leadership capacity, and self-efficacy. Teacher placement is based upon strengths, certifications, and campus needs. Teacher leaders are identified based on their skills, motivation, and ability to impact student achievement. We look for opportunities for these teachers to lead professional learning both inside and outside the campus.

Nash Elementary has fully transitioned from an ESL only program for our Emergent Bilingual students to a two-way dual language program for native Spanish speakers and opt-in English speakers and offering an ESL program for other languages. The two-way dual language program is designed for native Spanish speakers and native English speakers in grades PreK – 5th. Teachers utilize EB strategies to scaffold instruction for English learners. Inadequate professional learning for two-way dual language has not been provided to teachers for the two-way program. Students still struggle with vocabulary acquisition in both languages. TELPAS scores for the 2023 -2024 school year indicated a 50% remains the same, 47% progressed and 3% regression.

Several years ago, we began to intentionally implement several best practices. These practices included the gradual release model for instructional delivery;; second language acquisition strategies; a well-defined data meeting protocol; intentional monitoring to provide in-the-moment feedback to students and enable teachers to actively collect and respond to data during instruction; weekly 120-minute PLCs focused on teacher collaboration, studying student work and learning walks; campus wide SEL; and ongoing professional learning regarding lesson alignment and teacher clarity. To assist with the implementation process, an online playbook, The Nash Way, houses all of our instructional practices, professional learning, exemplars, videos, and expectations. These practices along with the 120-minute PLC allow for vertical (Kinder-2nd grades and 3rd - 5th grades) collaboration and teacher capacity. Regarding lesson alignment, the majority of teachers consistently provided aligned instruction based on the TEKS. 3rd – 5th grade teachers, have also been intentional with aligning Exit Tickets to STAAR formatted questions. Lead4Ward has become a consistent planning tool to ensure instructional alignment to the TEKS and STAAR. This school year we continue to focus on teacher clarity and intentional monitoring. 60% of teachers consistently provide teachers with instructional clarity and 50% of teachers consistently use intentional monitoring to ensure in the moment reteach.

Texas Lesson Study is the foundation to our PLC format, agenda and planning cycles. Since this is our third, ESC Region 11 supports through consultation. Kinder – 5th grade participates in a 120 minutes vertical PLC. The PLC agendas are scheduled in cycles based on detailed agenda starting by creating a Know and Show Chart for the lesson their will plan. The following PLC is a data meeting to study student work. This provides teachers an opportunity to reflect on their planning and execution. It also determines which part of the SEs needs to be retaught according to the Know/Show. Teachers have consistently planned TEKS aligned instruction and the data indicates that the execution is also aligned. However, walkthrough and summative data does not indicate that the planning taking place during PLCs is being consistently implemented by the majority of teachers when they plan outside of PLCs. 50% of teacher consistently implement the planning practices which take place during PLCs.

A lesson plan feedback protocol has been developed but not utilized consistently to provide feedback to teachers. Walkthrough classroom feedback is actionable, and bite sized with a focus on instructional alignment, intentional monitoring and scaffolding/differentiation and teacher clarity. However, teachers are not receiving at least two walkthroughs a month. 58% of teachers actively seek and/or implement feedback provided by admin and the instructional coach.

Professional learning opportunities for teachers and other staff members are based on walkthrough feedback data, student data, and student needs. Individualized professional learning and coaching is provided to teachers and other staff members based on their professional needs.

Each classroom's smart board has been upgraded to a BENQ board. Each student has been issued a district iPad. Teachers differentiate instruction in Google classroom, including enrichment for gifted students. Utilization of the one-to-one program has allowed all students to utilize web-based programs, such as AR reading, MyOn, Core5 and Dreambox for accelerated instruction. Throughout the school year, there has been an increase in completing exit tickets and writing compositions on the iPads.

The technology teacher assistant ensures that students receive small group instruction-based student data. She also supports with technology issues and maintains devices.

A concerted effort between the counselor, diagnostician, admin, and teachers as lead to ensure students specific learning and emotional needs are identified and met through the MTSS process. All teachers input interventions in Branching Minds. They have access to IEP information for all students and are able to work closely together to identify students who possibly demonstrate dyslexia characteristics or cognitive difficulties. Our special education collaborates with teachers to determine the best way to co-teach and provide scaffolding. Even though they collaborative, the majority of the co-teaching is “one teach and one assist”

School Processes & Programs Strengths

Consistent weekly PLC with protocols.

The centralizing of instructional practices, expectations, policies and professional development in the Nash Way website.

All students have a iPad for individualized instruction.

Teachers implement aligned instruction based on the TEKS.

3rd - 5th grade teachers consistently utilize Lead4Ward as a planning tool.

All teachers input interventions in Branching Minds.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 50% of Emergent Bilingual students remained the same on TELPAS in 2023 - 2024. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included strategies and scaffolding for Emergent Bilingual students.

Problem Statement 2 (Prioritized): 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.

Perceptions

Perceptions Summary

Charles E. Nash Elementary is a small school with a family feel.

Nash has an active PTA that hosts student and parent events throughout the school year and provides teachers with needed supplies and appreciation events. The campus also has generous community partners that actively support teachers, children and families as well as provide monetary and at-kind donations to the campus.

The campus utilizes multiple methods for parent communication including its website, Blackboard, ClassDojo emails, phone calls and conferences in English and Spanish. Throughout this school year, parent events were held at various times of the school day to allow parents at least one opportunity to attend. Two teacher facilitated parent conferences were offered to accommodate parent schedules.

This school year, attendance has increased from 91% in 22-23 SY to 92% for the 23-24 SY.

Over the last 6 years, a focus on social emotional learning, mindfulness strategies, and restorative practices have continued to transform teachers' beliefs about classroom discipline and facilitate the development of student self-regulation. However, 15% of students consistently struggle with self-regulations or know how to maintain positive peer relationships according to counselor's logs. Both the teachers and the counseling department input student behavior and strategies in Branching Minds. Due to the extreme behavior of two students, discipline referrals have been inputted due to the safety of others. A district interventionist has assisted with a student point system for students needing greater support.

At-risk students are supported by volunteer mentors from a local church. Kinder – 5th grade students receive weekly counseling while the teachers are at PLCs. Students needing extra support are part of the MHMR Navigator weekly check-ins. Students receiving Honorable Character support while they are sent out the classroom with a discipline referral or need self-regulation. Even the admin team and counseling team utilizing Honorable Character, not all teachers consistently implement it.

Each year the staff has collaboratively upgraded the vision and mission statement, and core values. This has ensured that they are relatable and align to the current staff.

Vision Statement:

All Roadrunners feel loved, appreciated and encouraged to develop to their fullest potential.

Mission Statement:

To positively impact all students academically and emotionally by sharing our passion for learning.

Core Values:

1. We treat others the way we want to be treated;
2. We approach daily challenges with an open mind and fresh perspective;
3. We set high expectations for students and give them the tools to achieve them.

Perceptions Strengths

Nash Elementary has generous community partners which support the students and teachers.

An active PTA which supports the school.

A family feel atmosphere.

At-risk students are supported by volunteer mentors from a local church.

The family events are held at different times to accommodate working families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The entire school staff is unsure how to handle extreme behavior challenges. **Root Cause:** The campus did not provide adequate opportunities for staff members to receive adequate training to handle extreme behavior.

Problem Statement 2 (Prioritized): Overall attendance percentage for this school year only grew by 1% from 91% to 92%. **Root Cause:** The attendance plan to encourage attendance is not systematically followed by all staff members.

Priority Problem Statements

Problem Statement 1: 15% of chronically absent students are not on grade level and demonstrate low academic growth.

Root Cause 1: The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth.

Root Cause 2: The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to MAP Growth data, math growth decreased five percentage points and achievement for math is at the 38th percentile.

Root Cause 3: The campus did not provide adequate opportunities for teachers to collaborate on how to constantly implement a reteach lesson based on the data of the exit ticket.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Overall attendance percentage for this school year only grew by 1% from 91% to 92%.

Root Cause 4: The attendance plan to encourage attendance is not systematically followed by all staff members.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The entire school staff is unsure how to handle extreme behavior challenges.

Root Cause 5: The campus did not provide adequate opportunities for staff members to receive adequate training to handle extreme behavior.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile..

Root Cause 6: The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 50% of Emergent Bilingual students remained the same on TELPAS in 2023 - 2024.

Root Cause 7: The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included strategies and scaffolding for Emergent Bilingual students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective.

Root Cause 8: The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 13, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets on STAAR Reading from 20% to 30% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 60% to 65% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 89% to 94% 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 60% to 65% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: CLI reading data will indicate a 5% increase for all students.

Staff Responsible for Monitoring: Principal

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Allocate time in the campus master schedule for Pre-Kindergarten to meet weekly to collaborate in planning standards-aligned and data informed activities prior to each unit of study and analyze GOLD data/student work.</p> <p>2. Conduct meetings using data-driven protocols.</p> <p>3. Conduct data meetings to analyze CLI data after beginning, middle and end of year testing and create instructional action plans.</p> <p>4. Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction.</p> <p>Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: Instructional Coach and Campus Administrators Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Early Learning Delivery Method: PLC in person</p> <p>Funding Sources: Supplies for Instructional Use - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. Root Cause: The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets on STAAR Reading from 20% to 30% 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 40% to 45% 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 40% to 45% 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 40% to 45% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 10% for all 2nd - 5th grade students in English and 10% African American students for by May 2024.

Staff Responsible for Monitoring: Principal

Title I:

2.4

- TEA Priorities:


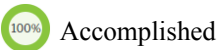
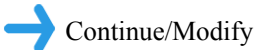

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and facilitate weekly planning meetings with well-defined protocols to high leverage instructional practices</p> <ol style="list-style-type: none"> Plan instruction to determine how to best customize lessons, implement aligned instruction, provide clarity and implement high leverage instructional practices Analyze relevant data using DDI to ensure student growth and achievement Study student work to determine reteach instruction Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction. <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach and Campus Administrators Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Literacy Dept. Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. Root Cause: The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets on STAAR Reading from 20% to 30% 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 46% to 56% 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 23% to 33% 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 45% to 55% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 7% for all students, emergent bilingual and special education students by May 2025.

Staff Responsible for Monitoring: Admin

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement the following to improve campus wide interventions and acceleration:</p> <ol style="list-style-type: none"> 1. Create a reading intervention block (WIN Time) in the master schedule for each grade level (K-5). 2. Hire and training a Title I teacher assistant to provide interventions throughout the school day. 3. Purchase supplemental instructional materials to be used for interventions. 4. Develop a tracking system tracking system to monitor the effectiveness of interventions and student progress. 5. Begin daily targeted interventions by the second week of the school year. 6. Implement intentional monitoring to provide students with in the moment reteach lessons for instructional mastery of the learning objective. 7. Provide after hours interventions by the fourth week of school. 8. Facilitate data meeting with protocols to analyze data and determine which students need interventions. <p>Intended Audience: Kinder - 5th grade Students Provider / Presenter / Person Responsible: Admin, IC, Teachers and TA Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Literacy Department Delivery Method: In-person</p> <p>Funding Sources: Teacher Assistant for small group instruction - TITLE I (211) - 211-11-6129-04E-148-30-510-000000-25F10 - \$29,900, Purchase reteach and targeted interventions materials - TITLE I (211) - 211-11-6329-04E-148-30-510-000000-25F10 - \$2,000, Professional learning for teachers and instructional coach - TITLE I (211) - 211-13-6411-04E-148-30-510-000000-25F10 - \$800, Purchase instructional materials - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$1,000, Professional learning for EB teachers - BEA (199 PIC 25) - 199-11-6116-001-148-25-313-000000 - \$658, Provide at risk students with after hours interventions - SCE (199 PIC 24) - 199-11-6116-001-148-24-313-000000- - \$2,070, Update library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-148-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. **Root Cause:** The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.

School Processes & Programs

Problem Statement 2: 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets on STAAR Mathematics from 20% to 30% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 85% to 90% 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 85% to 90% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: CLI data will indicate an increase of 5% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Allocate time in the campus master schedule for Pre-Kindergarten to meet weekly to collaborate in planning standards-aligned and data informed activities prior to each unit of study and analyze GOLD data/student work.</p> <p>2. Conduct meetings using data-driven protocols.</p> <p>3. Conduct data meetings to analyze CLI data after beginning, middle and end of year testing and create instructional action plans.</p> <p>4. Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction.</p> <p>Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: Admin and IC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Early Learning Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: According to MAP Growth data, math growth decreased five percentage points and achievement for math is at the 38th percentile. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaborative on how to constantly implement a reteach lesson based on the data of the exit ticket.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets on STAAR Mathematics from 20% to 30% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 55% 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 55% to 60% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: TX-KEA Math data will indicate an increase 5% increase for all students.

Staff Responsible for Monitoring: Kinder Teachers

Title I:

2.4

- TEA Priorities:

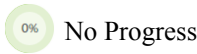
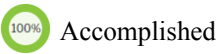
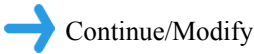

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement the following to improve campus wide interventions and acceleration:</p> <ol style="list-style-type: none"> 1. Implement a reading intervention block (WIN Time) in the master schedule for each grade level (K-5). 2. Hire and train a Title I teacher assistant to provide interventions throughout the school day. 3. Purchase supplemental instructional materials to be used for interventions. 4. Develop a tracking system tracking system to monitor the effectiveness of interventions and student progress. 5. Begin daily targeted interventions by the second week of the school year. 6. Implement intentional monitoring to provide students with in the moment reteach lessons for instructional mastery of the learning objective. <p>Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Admin and IC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Delivery Method: In -person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. Root Cause: The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets on STAAR Mathematics from 20% to 30% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 50% to 55% 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 41% to 46% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: MAP Growth Math data will indicate an increase of 5% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

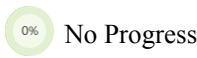
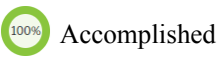
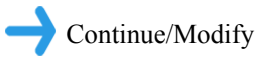

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and facilitate weekly planning meetings with well-defined protocols to</p> <ol style="list-style-type: none"> Plan instruction to determine how to best customize lessons, create aligned instruction, implement high leverage instruction practices, provide clarity and accelerate instruction. Analyze relevant data using DDI to ensure student growth and achievement. Study student work to determine reteach instruction. Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction. <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, IC , Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Delivery Method: In Person</p> <p>Funding Sources: Provide planning during the school day for differentiation instruction - GT (199 PIC 21) - \$269, Purchase instructional supplies for intervention - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$2,000, Substitutes for teacher to attend professional learning - TITLE I (211) - 211-11-6112-0PD-148-30-510-000000-25F10 - \$500, Professional learning for teachers and instructional coach - TITLE I (211) - 211-13-6411-04E-148-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Implement the following to improve campus wide interventions and acceleration:</p> <ol style="list-style-type: none"> 1. Implement an intervention block (WIN Time) in the master schedule for each grade level (K-5). 2. Hire and train a Title I teacher assistant to provide interventions throughout the school day. 3. Purchase supplemental instructional materials to be used for interventions. 4. Develop a tracking system tracking system to monitor the effectiveness of interventions and student progress. 5. Begin daily targeted interventions by the second week of the school year. 6. Implement intentional monitoring to provide students with in the moment reteach lessons for instructional mastery of the learning objective. 7. Provide after hours interventions by the fourth week of school. <p>Intended Audience: Kinder - 5th Grade Students Provider / Presenter / Person Responsible: Admin, IC, Teachers, TA Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Delivery Method: In-person</p> <p>Funding Sources: Instructional materials - SPED (199 PIC 23) - \$893, Compensate for after hours small group instruction - TITLE I (211) - 211-11-6116-04E-148-30-510-000000-25F10 - \$1,492, Compensate for after hours small group instruction - TITLE I (211) - 211-11-6121-04E-148-30-510-000000-25F10 - \$706.40, Instructional supplies - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$2,100</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth. Root Cause: The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.</p>
<p>Problem Statement 2: 15% of chronically absent students are not on grade level and demonstrate low academic growth. Root Cause: The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.</p>

Student Learning

Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. **Root Cause:** The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.

School Processes & Programs

Problem Statement 1: 50% of Emergent Bilingual students remained the same on TELPAS in 2023 - 2024. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included strategies and scaffolding for Emergent Bilingual students.

Problem Statement 2: 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.

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 on STAAR Reading from 28% to 38% 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 20% to 30% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: STAAR data will indicate an increase of 5% for all students by May 2025.

Staff Responsible for Monitoring: Admin

Title I:

2.4

- TEA Priorities:


Improve low-performing schools

- ESF Levers:


Lever 5: Effective Instruction

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


Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and facilitate weekly planning meetings with well-defined protocols to</p> <ol style="list-style-type: none"> Plan instruction to determine how to best customize lessons, craft aligned instruction, implement high leverage instruction practices, provide clarity and accelerate instruction Analyze relevant data using DDI to ensure student growth/achievement, make instructional decisions and determine targeted interventions Study student work to determine reteach instruction Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin and IC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Literacy Delivery Method: In person</p> <p>Funding Sources: Instructional supplies - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth. Root Cause: The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.</p>
Student Learning
<p>Problem Statement 1: According to MAP Growth data, reading growth is stagnated at 40th percentile and achievement for reading is at the 29th percentile.. Root Cause: The campus did not create a systematic plan to ensure that small group interventions are planned and executed with intentionality based on student data.</p>
School Processes & Programs
<p>Problem Statement 1: 50% of Emergent Bilingual students remained the same on TELPAS in 2023 - 2024. Root Cause: The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included strategies and scaffolding for Emergent Bilingual students.</p>
<p>Problem Statement 2: 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective. Root Cause: The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.</p>

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20% to 30% 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 15% to 20% by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: STAAR data will indicate an increase of 5% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and facilitate weekly planning meetings with well-defined protocols to</p> <ol style="list-style-type: none"> Plan instruction to determine how to best customize lessons, craft aligned instruction, implement high leverage instruction practices, provide clarity and accelerate instruction Analyze relevant data using DDI to ensure student growth/achievement, make instructional decisions and determine targeted interventions Study student work to determine reteach instruction Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin and IC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Delivery Method: In person</p> <p>Funding Sources: Instructional Supplies - TITLE I (211) - 211-11-6399-04E-148-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
	This area is currently empty in the image			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth. Root Cause: The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.</p>
<p>Problem Statement 2: 15% of chronically absent students are not on grade level and demonstrate low academic growth. Root Cause: The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.</p>
School Processes & Programs
<p>Problem Statement 2: 35% of teachers consistently utilize intentional monitoring to determine student mastery of the learning objective. Root Cause: The campus did not provide adequate opportunities for teachers to collaboratively plan in how they utilize intentional monitoring to ensure student mastery and execute a reteach lesson.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 30% to 25% 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 40% to 35% by May 2025.

Strategy 1: Align and leverage program resources and systems of support to improve daily attendance and decrease the percentage of chronically absent students.

Strategy's Expected Result/Impact: Daily attendance will increase to 96%.

Staff Responsible for Monitoring: Admin, FES, Counselor

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

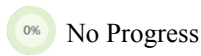
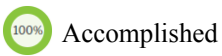
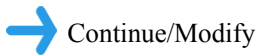

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The student support committee will meet weekly to:</p> <ol style="list-style-type: none"> 1. Review student attendance. 2. Conduct home visits of students who are trendy towards being chronically absent. 3. Schedule and conduct SART meeting with families. 4. Plan and execute the incentive program to recognize and celebrate student attendance. 5. Communicate the importance of daily attendance through various channels (flyers, social media, emails, phone calls). 6. Provide students and parents with after school hours for accelerated instruction to ensure students demonstrate achievement and growth of learning standards. 7. Schedule and execute parent-teacher conferences every 6 weeks to information parents their child's progress. 8. Plan and execute parent events regarding the correlation between learning and attendance. <p>Intended Audience: Students Provider / Presenter / Person Responsible: FES, Teachers, Counselor, Admin Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: In person</p> <p>Funding Sources: Compensate professional staff for providing after hours instruction parent conferences - SCE (199 PIC 24) - 199-11-6116-001-148-24-313-000000- - \$300, Compensate paraprofessional staff for providing after hours tutoring and parent support - TITLE I (211) - 211-61-6121-04L-148-30-510-000000-25F10 - \$700, Compensate paraprofessional staff for providing after hours tutoring and parent support - BASIC (199 PIC 11) - 199-11-6121-XXX-148-11-313-000000- - \$2,000, Compensate teachers for conducting parent conferences after hours - TITLE I (211) - 211-61-6116-04L-148-30-510-000000-25F10 - \$2,000, Compensate teachers who attending parent events after hours - TITLE I (211) - 211-61-6116-04L-148-30-510-000000-25F10 - \$1,000, Provide snacks for parents to attend events, meetings and conferences - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-148-30-510-000000-25F10 - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 15% of chronically absent students are not on grade level and demonstrate low academic growth. Root Cause: The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.</p>
Perceptions
<p>Problem Statement 2: Overall attendance percentage for this school year only grew by 1% from 91% to 92%. Root Cause: The attendance plan to encourage attendance is not systematically followed by all staff members.</p>

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

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

Performance Objective 2: 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 3 to 2 by May 2025.

Strategy 1: Align and leverage program resources and systems to ensure Tier 1 instruction by cultivating a safe, support and equitable learning environment that incorporates daily SEL practices, culturally responsive teaching practices, data driven instruction, differentiation, interventions, and standard aligned instruction.

Strategy's Expected Result/Impact: Decrease number of students suspended.

Staff Responsible for Monitoring: Admin and Counselor

Title I:

2.6

- TEA Priorities:


Improve low-performing schools

- ESF Levers:


Lever 3: Positive School Culture

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


Action Step 1 Details	Reviews			
<p>Action Step 1: The following strategies will be implemented to cultivate student well-being:</p> <ol style="list-style-type: none"> Students will participate in weekly guidance lessons led by the school counselor. Teachers will facilitate SEL/TBRI activities at the first ten minutes of school. Teachers, counselor and administrators will implement Honorable Character daily. Students requiring extra support will have daily check-ins from the counselor. Twice a week circles will be facilitated by the classroom teacher. Six Weeks assemblies to recognize Honorable Character Traits and Bucket Fillers. Refine PBIS to ensure its implementation school wide. <p>Schedule and execute family events aimed to promote a positive school culture.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Counseling Delivery Method: In-person</p> <p>Funding Sources: Working lunch for staff to review school expectations - UNDISTRIBUTED (199 PIC 99) - 199-13-6499-XXX-148-99-313-000000- - \$2,060, Leadership dues for professional learning - UNDISTRIBUTED (199 PIC 99) - 199-13-6495-XXX-148-99-313-000000- - \$500, General Supplies to plan and execute school expectations - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-148-99-313-000000- - \$600, Purchase technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-148-99-313-000000- - \$1,600, Instructional Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-148-99-313-000000- - \$4,450, School beautification - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-148-99-313-000000- - \$200, Compensate paraprofessionals for attending after hours events - TITLE I (211) - 211-61-6121-04L-148-30-510-000000-25F10 - \$600, Compensate professional staff for attending after hours events - BASIC (199 PIC 11) - 199-11-6116-XXX-148-11-313-000000- - \$1,110, Provide snacks for parents to attend events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-148-30-510-000000-25F10 - \$792, Purchase a Trauma Informed Curriculum - BASIC (199 PIC 11) - 199-11-6321-XXX-148-11-313-000000- - \$700, Professional learning on trauma informed practices for the counselor - TITLE I (211) - 211-31-6411-04E-148-30-510-000000-25F10 - \$300, Professional learning on trauma informed practices for the teachers - TITLE I (211) - 211-13-6411-04E-148-30-510-000000-25F10 - \$500, Professional learning on trauma informed practices for admin - TITLE I (211) - 211-23-6411-04E-148-30-510-000000-25F10 - \$500, Subs for teachers to attend PD - TITLE I (211) - 211-11-6112-0PD-148-30-510-000000-25F10 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 5% of students who have behavioral challenges are not on grade level and demonstrate low academic growth. **Root Cause:** The campus did not create a systemic plan to address both the behavior and academic gaps to ensure academic achievement and growth.

Problem Statement 2: 15% of chronically absent students are not on grade level and demonstrate low academic growth. **Root Cause:** The campus failed to allocate sufficient time in the school schedule for student acceleration to address academic gaps.

Perceptions

Problem Statement 1: The entire school staff is unsure how to handle extreme behavior challenges. **Root Cause:** The campus did not provide adequate opportunities for staff members to receive adequate training to handle extreme behavior.

Problem Statement 2: Overall attendance percentage for this school year only grew by 1% from 91% to 92%. **Root Cause:** The attendance plan to encourage attendance is not systematically followed by all staff members.

Campus Needs Assessment Committee

Committee Role	Name	Position
Administrator	Pamela Carroll	Assistant Principal
Professional Non-Teaching Staff	Martha Juarez	Instructional Coach
Classroom Teacher	Abbie Stephens	Teacher
Classroom Teacher	Lorena Ferrales	Teacher
Community Rep	Tangie Fields	Community
Community Rep	Toemas Fields	Community
Business Rep	Lisa Grunch-Emert	Business Rep
Business Rep	Jennifer Davies	Business Rep
Administrator	Amber Jarden	Principal
Classroom Teacher	Jeannie Sisk	Teacher
Classroom Teacher	Allison Lilly	Teacher
Classroom Teacher	Kelsey de la Torre	Teacher
Classroom Teacher 1	Anahi Pantoja	Teacher
Professional Non-Teaching Staff	Mornee Brown	Librian

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies for Instructional Use	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$500.00
1	3	1	1	Purchase instructional materials	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$1,000.00
1	3	1	1	Professional learning for teachers and instructional coach	Travel for Teachers (PD)	211-13-6411-04E-148-30-510-000000-25F10	\$800.00
1	3	1	1	Purchase reteach and targeted interventions materials	Reading materials & Software for classroom use	211-11-6329-04E-148-30-510-000000-25F10	\$2,000.00
1	3	1	1	Teacher Assistant for small group instruction	Title I Teacher Assistant	211-11-6129-04E-148-30-510-000000-25F10	\$29,900.00
2	3	1	1	Professional learning for teachers and instructional coach	Travel for Teachers (PD)	211-13-6411-04E-148-30-510-000000-25F10	\$800.00
2	3	1	1	Substitutes for teacher to attend professional learning	Subs for professional development	211-11-6112-0PD-148-30-510-000000-25F10	\$500.00
2	3	1	1	Purchase instructional supplies for intervention	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$2,000.00
2	3	1	2	Compensate for after hours small group instruction	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-148-30-510-000000-25F10	\$706.40
2	3	1	2	Compensate for after hours small group instruction	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-148-30-510-000000-25F10	\$1,492.00
2	3	1	2	Instructional supplies	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$2,100.00
3	1	1	1	Instructional supplies	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$800.00
3	2	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-25F10	\$500.00
4	1	1	1	Compensate teachers for conducting parent conferences after hours	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-148-30-510-000000-25F10	\$2,000.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Compensate paraprofessional staff for providing after hours tutoring and parent support	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-148-30-510-000000-25F10	\$700.00
4	1	1	1	Compensate teachers who attending parent events after hours	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-148-30-510-000000-25F10	\$1,000.00
4	2	1	1	Professional learning on trauma informed practices for the counselor	Travel for Counselor (PD)	211-31-6411-04E-148-30-510-000000-25F10	\$300.00
4	2	1	1	Professional learning on trauma informed practices for admin	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-148-30-510-000000-25F10	\$500.00
4	2	1	1	Compensate paraprofessionals for attending after hours events	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-148-30-510-000000-25F10	\$600.00
4	2	1	1	Professional learning on trauma informed practices for the teachers	Travel for Teachers (PD)	211-13-6411-04E-148-30-510-000000-25F10	\$500.00
4	2	1	1	Subs for teachers to attend PD	Subs for professional development	211-11-6112-0PD-148-30-510-000000-25F10	\$300.00
Sub-Total							\$48,998.40
Budgeted Fund Source Amount							\$48,998.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Provide snacks for parents to attend events, meetings and conferences	Snacks for parents to promote participation	211-61-6499-04L-148-30-510-000000-25F10	\$600.00
4	2	1	1	Provide snacks for parents to attend events	Snacks for parents to promote participation	211-61-6499-04L-148-30-510-000000-25F10	\$792.00
Sub-Total							\$1,392.00
Budgeted Fund Source Amount							\$1,392.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Compensate paraprofessional staff for providing after hours tutoring and parent support	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-148-11-313-000000-	\$2,000.00
4	2	1	1	Purchase a Trauma Informed Curriculum	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-148-11-313-000000-	\$700.00
4	2	1	1	Compensate professional staff for attending after hours events	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-148-11-313-000000-	\$1,110.00
Sub-Total							\$3,810.00
Budgeted Fund Source Amount							\$3,810.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Provide planning during the school day for differentiation instruction	SUBS - PROFESSIONAL		\$269.00
Sub-Total							\$269.00
Budgeted Fund Source Amount							\$269.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Instructional materials	INSTRUCTIONAL MATERIALS		\$893.00
Sub-Total							\$893.00
Budgeted Fund Source Amount							\$893.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Provide at risk students with after hours interventions	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-148-24-313-000000-	\$2,070.00
4	1	1	1	Compensate professional staff for providing after hours instruction parent conferences	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-148-24-313-000000-	\$300.00
Sub-Total							\$2,370.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,370.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Professional learning for EB teachers	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-148-25-313-000000	\$658.00
Sub-Total							\$658.00
Budgeted Fund Source Amount							\$658.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Update library books	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-148-99-313-000000-	\$500.00
4	2	1	1	General Supplies to plan and execute school expectations	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-148-99-313-000000-	\$600.00
4	2	1	1	Instructional Supplies	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-148-99-313-000000-	\$4,450.00
4	2	1	1	Purchase technology	SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-148-99-313-000000-	\$1,600.00
4	2	1	1	School beautification	PLANT MAINT & OPERATION SUPPLIES MAINT & OPERATION	199-51-6319-XXX-148-99-313-000000-	\$200.00
4	2	1	1	Leadership dues for professional learning	STAFF DEVELOPMENT DUES	199-13-6495-XXX-148-99-313-000000-	\$500.00
4	2	1	1	Working lunch for staff to review school expectations	STAFF DEVELOPMENT MISC OPERATING COSTS	199-13-6499-XXX-148-99-313-000000-	\$2,060.00
Sub-Total							\$9,910.00
Budgeted Fund Source Amount							\$9,910.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Budgeted							\$68,300.40
Grand Total Spent							\$68,300.40
+/- 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