

Fort Worth Independent School District
225 Bonnie Brae Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

We are evolving professionals, committed to changing our practice and fully implementing our learning to increase student achievement.

Somos profesionales en evolución, comprometidos a cambiar nuestra práctica e implementar completamente nuestro aprendizaje para aumentar el rendimiento de los estudiantes.

Vision

Our campus will house an uplifting community that values unique experiences and is dedicated to empowering students to be lifelong learners. Our students will exhibit a growth mindset and be changemakers.

Nuestro campus albergará una comunidad edificante que valora las experiencias únicas y se dedica a capacitar a los estudiantes para que sean aprendices de por vida. Nuestros estudiantes exhibirán una mentalidad de crecimiento y serán agentes de cambio.

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 9 |
| School Processes & Programs | 13 |
| Perceptions | 14 |
| Priority Problem Statements | 15 |
| Comprehensive Needs Assessment Data Documentation | 16 |
| Goals | 18 |
| Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025. | 18 |
| 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. | 24 |
| Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 | 27 |
| Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. | 32 |
| Title I Personnel | 38 |
| Campus Funding Summary | 39 |
| Policies, Procedures, and Requirements | 42 |

Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

Bonnie Brae is an urban, Title I campus in Fort Worth ISD that serves 343 students. Bonnie Brae is represented by a students from Hispanic, White, Black, and Asian backgrounds with percentages of 88%, 7.1%, 2%, and 1.4% respectively. 85.8% of our students are economically disadvantaged and 49% are English Language Learners. Students in our special education program represents 20% of our student body and 81% of our students are at risk and 5% are GT. Our campus has had a continued decline in enrollment for the past 8 years even while academic achievement was at its highest. Our campus has a diverse teaching staff based on years of service, ethnicity, and age that helps bring a variety of perspectives to our campus.

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 35.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 31.2 | 88.3% | 70.4% | 64.1% |
| Teachers | 25.2 | 71.3% | 49.5% | 48.7% |
| Professional Support | 3.0 | 8.5% | 15.7% | 10.9% |
| Campus Administration (School Leadership) | 3.0 | 8.5% | 4.4% | 3.3% |
| Educational Aides: | 4.1 | 11.7% | 7.7% | 11.3% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 110.0 | 4,258.0 |
| Part-time Librarians | 0.0 | n/a | 6.0 | 646.0 |
| Full-time Counselors | 1.0 | n/a | 191.0 | 13,815.0 |
| Part-time Counselors | 0.0 | n/a | 19.0 | 1,240.0 |
| Total Minority Staff: | 20.9 | 59.3% | 61.9% | 53.2% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 4.0% | 21.1% | 11.8% |
| Hispanic | 11.0 | 43.7% | 27.0% | 29.6% |
| White | 11.2 | 44.4% | 49.2% | 54.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 7.9% | 1.8% | 2.0% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 0.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.0 | 11.9% | 28.6% | 24.4% |
| Females | 22.2 | 88.1% | 71.4% | 75.6% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.7% | 2.0% |
| Bachelors | 20.2 | 80.1% | 68.4% | 72.2% |
| Masters | 4.0 | 15.9% | 29.6% | 25.0% |
| Doctorate | 1.0 | 4.0% | 1.2% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 9.5% | 9.7% |
| 1-5 Years Experience | 7.2 | 28.5% | 24.4% | 26.3% |
| 6-10 Years Experience | 3.0 | 11.9% | 19.0% | 20.5% |
| 11-20 Years Experience | 9.0 | 35.8% | 28.9% | 27.2% |
| 21-30 Years Experience | 4.0 | 15.9% | 14.3% | 13.3% |
| Over 30 Years Experience | 2.0 | 7.9% | 4.0% | 2.9% |

| Student Information | Campus | | | |
|--|--------|---------|----------|-------|
| | Count | Percent | District | State |
| Students w/ Dyslexia | 20 | 5.6% | 5.1% | 5.5% |
| Foster Care | 0 | 0.0% | 0.0% | 0.2% |
| Homeless | 4 | 1.1% | 3.0% | 1.3% |
| Immigrant | 11 | 3.1% | 3.6% | 2.2% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 359 | 100.0% | 96.4% | 64.6% |
| Military Connected | 1 | 0.3% | 2.4% | 3.6% |
| At-Risk | 282 | 78.6% | 76.5% | 53.3% |
| Students by Instructional Program: | | | | |
| Bilingual/ESL Education | 176 | 49.0% | 38.0% | 23.2% |
| Career and Technical Education | 0 | 0.0% | 27.9% | 26.5% |
| Career and Technical Education (9-12 grades only) | 0 | 0.0% | 66.0% | 72.3% |
| Gifted and Talented Education | 17 | 4.7% | 12.2% | 8.2% |
| Special Education | 72 | 20.1% | 11.6% | 12.6% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 72 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 15 | 20.8% | 41.2% | 44.1% |
| Students with Physical Disabilities | 23 | 31.9% | 25.1% | 20.0% |
| Students with Autism | 25 | 34.7% | 19.3% | 15.5% |
| Students with Behavioral Disabilities | 9 | 12.5% | 13.3% | 18.8% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.1% | 1.6% |
| Mobility (2021-22): | | | | |
| Total Mobile Students | 49 | 15.2% | 21.9% | 16.8% |
| By Ethnicity: | | | | |
| African American | 8 | 2.5% | 7.9% | 3.3% |
| Hispanic | 36 | 11.2% | 10.2% | 8.7% |
| White | 3 | 0.9% | 2.6% | 3.4% |
| American Indian | 0 | 0.0% | 0.1% | 0.1% |
| Asian | 2 | 0.6% | 0.5% | 0.7% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0.0% | 0.6% | 0.6% |
| Count and Percent of Special Ed Students who are Mobile | 11 | 13.3% | 21.5% | 18.6% |
| Count and Percent of EB Students/EL who are Mobile | 23 | 13.8% | 15.8% | 17.1% |
| Count and Percent of Econ Dis Students who are Mobile | 47 | 16.3% | 22.3% | 18.7% |
| Student Attrition (2021-22): | | | | |
| Total Student Attrition | 64 | 19.8% | 22.1% | 18.1% |

| Student Information | Membership | | | |
|---|------------|---------|----------|-----------|
| | Campus | | | |
| | Count | Percent | District | State |
| Total Students | 359 | 100.0% | 72,637 | 5,504,150 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% |
| Pre-Kindergarten | 44 | 12.3% | 6.1% | 4.4% |
| Pre-Kindergarten: 3-year Old | 1 | 0.3% | 0.5% | 0.7% |
| Pre-Kindergarten: 4-year Old | 43 | 12.0% | 5.6% | 3.7% |
| Kindergarten | 41 | 11.4% | 6.6% | 6.7% |
| Grade 1 | 54 | 15.0% | 7.1% | 7.2% |
| Grade 2 | 62 | 17.3% | 7.2% | 7.2% |
| Grade 3 | 51 | 14.2% | 7.0% | 7.2% |
| Grade 4 | 54 | 15.0% | 7.0% | 7.2% |
| Grade 5 | 53 | 14.8% | 7.2% | 7.2% |
| Grade 6 | 0 | 0.0% | 6.4% | 7.3% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 7.4% | 7.7% |
| Grade 9 | 0 | 0.0% | 10.0% | 8.7% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.9% |
| Grade 11 | 0 | 0.0% | 6.8% | 7.0% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.6% |
| Ethnic Distribution: | | | | |
| African American | 7 | 1.9% | 20.1% | 12.8% |
| Hispanic | 317 | 88.3% | 65.0% | 53.0% |
| White | 26 | 7.2% | 11.1% | 25.6% |
| American Indian | 0 | 0.0% | 0.2% | 0.3% |
| Asian | 5 | 1.4% | 1.7% | 5.1% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 4 | 1.1% | 1.8% | 3.0% |
| Sex: | | | | |
| Female | 165 | 46.0% | 49.3% | 48.8% |
| Male | 194 | 54.0% | 50.7% | 51.2% |
| Economically Disadvantaged | 308 | 85.8% | 84.6% | 62.1% |
| Non-Educationally Disadvantaged | 51 | 14.2% | 15.4% | 37.9% |
| Section 504 Students | 10 | 2.8% | 6.4% | 7.4% |
| EB Students/EL | 186 | 51.8% | 39.1% | 23.1% |
| Students w/ Disciplinary Placements (2021-22) | 0 | 0.0% | 0.5% | 1.5% |

Demographics Strengths

Twenty percent of teachers hold advanced degrees, 60% of our teachers at least 6 years of teaching experience with the majority having 11-20 years experience, we have a diverse teaching staff with African-American, Hispanic, White, and Asian staff represented. We have a higher percentage of teachers that represent our student body compared to our district and state and higher average years of experience than the district and state. Our campus has a continued focus on diversity and representation in both years of service and backgrounds. Families have responded well to our family engagement specialist, providing more communication on student absences and needs. Chronic absenteeism had decreased

by half from 32% to 16% and our increased celebrations for perfect attendance each six weeks has brought more awareness to the importance of perfect attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment continues to decline by about 20 students yearly from 358 to 339 students. **Root Cause:** Lack of variety of programs for students for enrichment outside of school hours.

Problem Statement 2 (Prioritized): EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%.

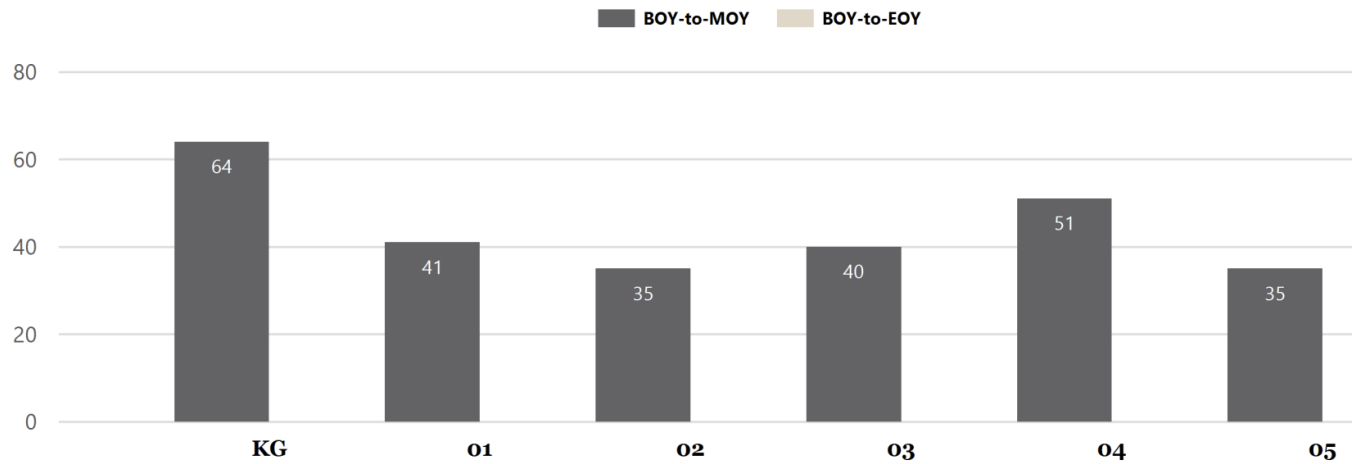
Root Cause: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education.

Problem Statement 3 (Prioritized): Chronic attendance has reduced from 17% to 10% but the school ADA is still below the standard of 97%. **Root Cause:** Parents need more regular reminders of attendance goals and progress through multiple media.

Student Learning

Student Learning Summary

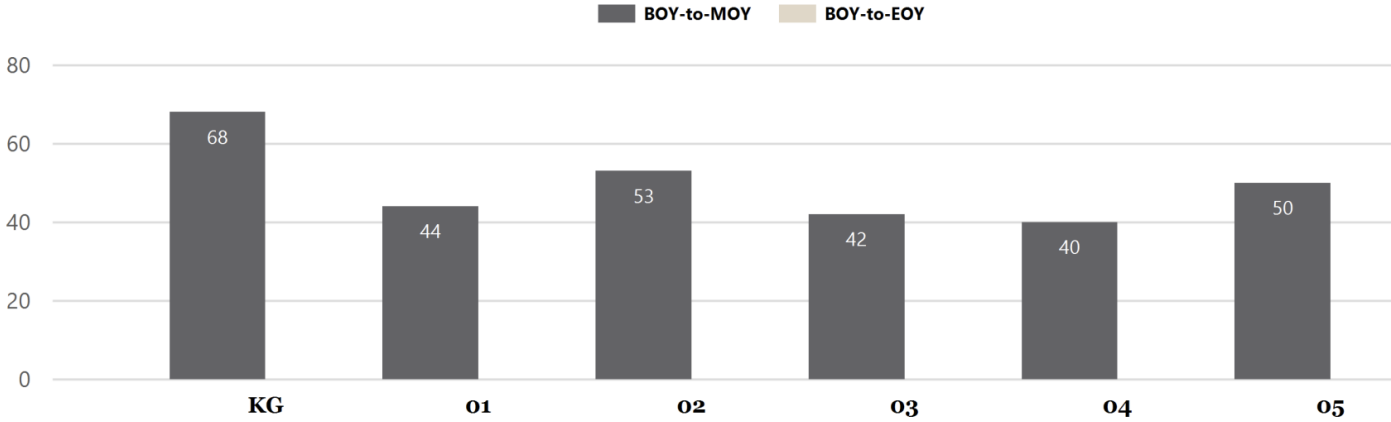
Percent Met BOY-to-MOY Projected Growth by Grade Level



| Grade Level | MOY | | BOY-to-EOY | |
|-------------|-----|------------------------|------------|------------------------|
| | N | % Met Projected Growth | N | % Met Projected Growth |
| KG | 22 | 64 | | |
| 01 | 17 | 41 | | |
| 02 | 49 | 35 | | |
| 03 | 55 | 40 | | |
| 04 | 35 | 51 | | |
| 05 | 52 | 35 | | |
| All | 230 | 42 | | |

Reading:

Percent Met BOY-to-MOY Projected Growth by Grade Level



| Grade Level | BOY-to-MOY | | BOY-to-EOY | |
|-------------|------------|------------------------|------------|------------------------|
| | N | % Met Projected Growth | N | % Met Projected Growth |
| KG | 22 | 68 | | |
| 01 | 16 | 44 | | |
| 02 | 49 | 53 | | |
| 03 | 55 | 42 | | |
| 04 | 35 | 40 | | |
| 05 | 52 | 50 | | |
| All | 229 | 48 | | |

Math:

Core 5:

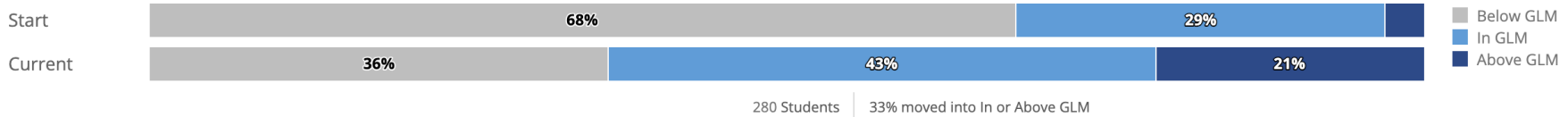
< School Overview

Bonnie Brae ES Progress

View **Grades** Classes Usage **All Students** 7 items Exp

Students by Grade Level of Material (GLM)

Aug 14, 2023-



| Grade ↑ | Students ? ↕ | Currently Above GLM ↕ | Movement into In/Above ↕ | % Students Meeting Usage ↕ |
|------------------------------|--------------|-----------------------|--------------------------|----------------------------|
| PreK | 0 | 0% | n/a | 0% |
| Kindergarten | 42 | 14% | 69% | 31% |
| 1st Grade | 37 | 13% | 43% | 97% |
| 2nd Grade | 53 | 22% | 19% | 74% |
| 3rd Grade | 59 | 23% | 20% | 85% |
| 4th Grade | 37 | 24% | 30% | 49% |
| 5th Grade | 52 | 25% | 25% | 75% |

Student Learning Strengths

Kindergarten and 4th grade students have performed at over 50% for students meeting and exceeding their growth goals for reading while the all tested were at an average of 42% meeting or exceeding in comparison to 2022-23 MOY data at 37%. Both kindergarten and 4th grade math goals met increased by 39% and 18% respectively.

Math data shows double digit gains in kindergarten, 2nd, 4th, and 5th grades by 24%, 22%, 16%, and 20% respectively. Overall there was an increase from 34% to 48% of students meeting or exceeding their growth goals.

Core 5 data shows student growth to move from below grade level at 68% to 32% and an increase from 3% to 21% of students above grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Inconsistent percentage of students meeting usage of Core 5 across grade levels. **Root Cause:** Inconsistent check-ins with student usage expectations as a campus.

Problem Statement 2: Need for meaningful PD that increases critical teacher competencies based on need. **Root Cause:** Focus has been on developing Tier I instruction and DDI across the campus.

Problem Statement 3 (Prioritized): 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. **Root Cause:** Need for Tier III intervention consistently offered during school hours to increase impact.

Problem Statement 4 (Prioritized): Students in grades K-2 outperformed students in 3-5 for math and in 3-5 students outperformed K-2 in reading. **Root Cause:** Gaps occur with math curriculum for 3-5 students who missed parts of the comprehensive material while K-2 students are missing key skills that are not explicitly taught in the reading curriculum.

School Processes & Programs

School Processes & Programs Summary

Curriculum

Bonnie Brae is in year 3 of implementation of Creative Curriculum for PK and Amplify as a K-5 comprehensive ELAR curriculum. With the addition of updated classroom furniture and materials alongside increased district coaching support, our teachers and students are thriving. We have increased our planning time to two hours per week to support DDI practices and increase the depth of our planning conversations. Our teachers have increased their knowledge of the TEKS, testing expectations, and how to modify lessons more effectively within the curriculum. We are in year 2 of Eureka and our teachers are becoming more comfortable with the components and content changes for math instruction. Our MOY MAP data shows growth for percentage of students meeting or exceeding their growth goals in both math and reading as a campus.

Personnel

The current year on boarding of new teachers included providing early access to rooms for classroom set up, tour and overview of campus resources to help their transition and lunch with admin for informal Q and A and getting to know each other. We brought on 4 new teachers, a new counselor and a new TA III. Two of our new teachers had experience teaching at other campuses and two were brand new to the profession. All new teachers received a mentor to help them throughout the year. We are excited to bring in teachers with a variety of experience and backgrounds and we have added an additional TIA recognized teacher.

Organizational

Work has continued to improve communication, engagement, and technology use as a campus. In response to parent feedback, we have increased our family campus activities as well as extended activities to create more engagement and connections. We have increased our transition into technology with our campus systems as well as our classrooms. Our campus is in year 2 of ballet classes and have focused on our house meetings as a way for 100% of students to participate in an extracurricular activities.

School Processes & Programs Strengths

Our staff has continued to increase their skill set with technology in the classroom and with community that supports online learning practices for students. Students are more aware of their Core 5 progress and grade level expectations. We will continue to focus on supporting teachers learn how to increase knowledge of maximizing intervention programs. Teachers report more positively to progress with Eureka and Amplify with an increased focus on fidelity with Eureka and enrichment with Amplify. One additional teacher qualified for TIA designation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need for professional development that supports teacher leadership opportunities **Root Cause:** Lack of system for determining opportunities, providing notification, and calendar for presenting.

Problem Statement 2 (Prioritized): Lack of systematic approach to the use of Branching Minds to support effective intervention plans for Tier 2 and 3 students with 72% of students in tier I for reading and 68% for math. **Root Cause:** MTSS process needs more clarity for more effective planning of support and documenting progress of students.

Perceptions

Perceptions Summary

Our campus vision can be summed up as empower, uplift, and grow! Our focus is to help students, staff, and our community see their own potential along with strengths and weaknesses that we will continue to develop. We value all stakeholders and see each one as a voice to improve our practices from procedural tasks to how we greet and interact with each other. It is vital that maximize our resources and guarantee our students the best education possible.

This year we have added 5 classes of our All Pro Dads group which included a collaboration with our garden expert to take some of our garden produce home. In addition to this event, we have shared potatoes, lettuce, cilantro, kale and broccoli with our families all the while our students learn about weather, seasons, growth cycles and so much more. We have also added an additional 5 musical performances for the year to increase parent engagement. Parent volunteerism has increased both in hours and consistency.

We are in year 3 of our house system at Bonnie Brae and our students continue to enjoy participating at our weekly meetings and regularly inquire for our next meeting. Our weekly meetings are set up by individual house and students interact with only their respective houses in a variety of activities.

Perceptions Strengths

Supporting teachers by "giving" back time for supporting events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to increase organization of events to maximize event quality and staff. **Root Cause:** Lack of direction from admin for expectations of event organization and details.

Problem Statement 2 (Prioritized): Houses are mostly teacher driven instead of student driven. **Root Cause:** Need to organize time for student leaders to create plans for meetings to increase student leadership.

Problem Statement 3 (Prioritized): High student and staff participation at school wide events is inconsistent. **Root Cause:** Need to incentivize participation for students and staff.

Priority Problem Statements

Problem Statement 1: EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%.

Root Cause 1: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Houses are mostly teacher driven instead of student driven.

Root Cause 2: Need to organize time for student leaders to create plans for meetings to increase student leadership.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Lack of systematic approach to the use of Branching Minds to support effective intervention plans for Tier 2 and 3 students with 72% of students in tier I for reading and 68% for math.

Root Cause 3: MTSS process needs more clarity for more effective planning of support and documenting progress of students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math.

Root Cause 4: Need for Tier III intervention consistently offered during school hours to increase impact.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: High student and staff participation at school wide events is inconsistent.

Root Cause 5: Need to incentivize participation for students and staff.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Chronic attendance has reduced from 17% to 10% but the school ADA is still below the standard of 97%.

Root Cause 6: Parents need more regular reminders of attendance goals and progress through multiple media.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students in grades K-2 outperformed students in 3-5 for math and in 3-5 students outperformed K-2 in reading.

Root Cause 7: Gaps occur with math curriculum for 3-5 students who missed parts of the comprehensive material while K-2 students are missing key skills that are not explicitly taught in the reading curriculum.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Federal Report Card and accountability 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student 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.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: September 16, 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 K-3 performance for 80% of students in level 1 or 2 of fluency key indicators to move up at least 1 level by May 2025 for key fluency indicators (phonological awareness, phonics/word recognition, and language comprehension)

Strategy 1: Utilize additional TA for push in and pull out support for students in Level 1/2 for K-3 during small group time in the classroom to work on fluency indicator needed by student/small group

Strategy's Expected Result/Impact: Move Tier III students to Tier II, increased performance

Staff Responsible for Monitoring: TA, classroom teacher, admin

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Create folders with materials that support intervention for increased fluency performance according to students instructional plan on MAP INSTRUCTIONAL PLANNING REPORT.</p> <p>Intended Audience: K-3 students in Level 1/2 for phonological awareness, word recognition, and language comprehension</p> <p>Provider / Presenter / Person Responsible: Title I TA/Teacher</p> <p>Date(s) / Timeframe: 1st six weeks BOY MAP</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 2: TA provides in class or pull out support for K-3 students in Level 1/2 Fluency and bimonthly assessments that can be tracked in Branching Minds for gen ed and dual language.</p> <p>Intended Audience: Level 1/2 Students for MAP fluency</p> <p>Provider / Presenter / Person Responsible: TA/Teacher</p> <p>Date(s) / Timeframe: 2-3 times per week using MAP instructional plan for fluency. 2nd six weeks until students move levels.</p> <p>Delivery Method: Small group instruction or 1:1</p> <p>Funding Sources: - TITLE I (211) - 211-11-6129-04E-225-30-510-000000-25F10 - \$26,894, - TITLE I (211) - 211-11-6129-04E-225-30-510-000000-25F10 - \$26,894</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 3: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. Root Cause: Need for Tier III intervention consistently offered during school hours to increase impact.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Lack of systematic approach to the use of Branching Minds to support effective intervention plans for Tier 2 and 3 students with 72% of students in tier I for reading and 68% for math. Root Cause: MTSS process needs more clarity for more effective planning of support and documenting progress of students.</p> |

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading in English from 53% to at least 65% by May 2025.

Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on SPANISH MAP Growth Reading in English from 39% to at least 50% by May 2025

Strategy 1: Utilize additional TA to support intervention and enrichment weekly.

Strategy's Expected Result/Impact: Improved performance for all students.

Staff Responsible for Monitoring: TA, classroom teacher, admin,

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

| Action Step 1 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| Action Step 1: TA will have a rotation with library and counseling time to see all K-5 students for 30 minute intervention time weekly for Core 5 and DreamBox during intervention time (30 min weekly). Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/TA Date(s) / Timeframe: Aug 2024-May 2025 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Every week, TA will update progress in Branching Minds for the number of lessons complete and every three weeks a teacher created assessment will be given to the student for tracking in Branching Minds. Intended Audience: students Provider / Presenter / Person Responsible: TA/Teacher Date(s) / Timeframe: Aug 2024-May 2025 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 3 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 3: TA will provide in class support 45 min weekly in math and reading for K-3 Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/TA Date(s) / Timeframe: Aug 2024-May 2025 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Strategy 2: Starting the second six weeks, utilize Make-Up Mondays for students to recover missing assignments, attend tutoring, makeup lessons/units to hit goals for Core 5 or credit recovery.

Strategy's Expected Result/Impact: Increased performance for all students with deficiencies in practice.

Staff Responsible for Monitoring: Teachers/Admin

Title I:

2.4, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 1: Each Friday, students and teachers use WIN time for a data dig. Students update their Core 5/DreamBox trackers. Teachers will conference with students on what they need to make-up in classwork/hw. Intended Audience: students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Weekly on Friday during WIN time. Delivery Method: whole group/small group | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Students are assigned on our schoolwide tutoring log for the upcoming Make-up Monday. Parents receive a letter home and Class Dojo notice.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Weekly on Friday</p> <p>Delivery Method: Letter home/Class Dojo</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Strategy 3: Ensure materials are readily available for instruction of students with highest needs to maximize learning. (SPED, BIL, DL, at-risk)

Strategy's Expected Result/Impact: Access to support materials to Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading in English from 53% to at least 65% by May 2025.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Provide materials that support at risk students for the classroom, lesson delivery, and tracking progress.</p> <p>Intended Audience: All At-Risk students/Bilingual</p> <p>Provider / Presenter / Person Responsible: Teachers/admin</p> <p>Date(s) / Timeframe: Aug 2024-May 2025</p> <p>Delivery Method: Classroom</p> <p>Funding Sources: Classroom supplies - SCE (199 PIC 24) - 199-11-6399-001-225-24-313-000000- - \$1,000, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-225-24-313-000000- - \$2,480, Classroom Supplies - BEA (199 PIC 25) - 199-11-6399-001-225-25-313-000000 - \$1,320, Teacher resource to support reading progress - SCE (199 PIC 24) - 199-11-6329-001-225-24-313-000000- - \$600</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 2: Provide materials that support IEP and classroom organization of special education classrooms as well as planning time.</p> <p>Intended Audience: All SPED students</p> <p>Provider / Presenter / Person Responsible: SPED teachers, resource, inclusion, and RISE</p> <p>Date(s) / Timeframe: Aug 2024-May 2025</p> <p>Delivery Method: Classroom</p> <p>Funding Sources: Classroom supplies - SPED (199 PIC 23) - \$4,000, Storage - SPED (199 PIC 23) - \$1,000, Reinforcers - SPED (199 PIC 23) - \$552</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Tutoring for Tier II and Tier III students in math and/or reading.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: September-March</p> <p>Delivery Method: Small Group</p> <p>Funding Sources: Tutoring - TITLE I (211) - 211-11-6116-04E-225-30-510-000000-25F10 - \$4,900</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%. Root Cause: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education.</p> |
| Student Learning |
| <p>Problem Statement 3: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. Root Cause: Need for Tier III intervention consistently offered during school hours to increase impact.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Lack of systematic approach to the use of Branching Minds to support effective intervention plans for Tier 2 and 3 students with 72% of students in tier I for reading and 68% for math. Root Cause: MTSS process needs more clarity for more effective planning of support and documenting progress of students.</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 Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Math from 67% to at least 75% by May 2025.

Strategy 1: Utilize additional TA for push in, small group, and intervention time for students in in Tier 3 for K-3

Strategy's Expected Result/Impact: Increase focused on Tier III students

Staff Responsible for Monitoring: TA, classroom teacher, admin,

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Create goal with TA and Teacher for recommended support using Core 5/Dreambox and classroom performance.</p> <p>Intended Audience: K-3 students who are Tier III</p> <p>Provider / Presenter / Person Responsible: Title I TA/Teacher</p> <p>Date(s) / Timeframe: Aug 24-May25</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: TA provides in class our pull out support for K-3 students and bimonthly assessments that can be tracked in Branching Minds.</p> <p>Intended Audience: Tier III math students K-3</p> <p>Provider / Presenter / Person Responsible: TA/Teacher</p> <p>Date(s) / Timeframe: 2-3 times per week. 2nd six weeks until students move levels.</p> <p>Delivery Method: Small group instruction or 1:1</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Ensure materials are readily available for instruction of students for Tier 1, 2, and 3 instruction.

Staff Responsible for Monitoring: Teacher/admin

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Order items to support campus and district goals for student learner profile, classroom culture, and instructional support materials Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/admin Date(s) / Timeframe: Aug 2024-March 2025 Delivery Method: whole group instruction/small group Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-225-99-313-000000- - \$7,890 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%. Root Cause: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education. |

Student Learning

Problem Statement 3: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. **Root Cause:** Need for Tier III intervention consistently offered during school hours to increase impact.

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 by 10 percentage points by May 2025.

Evaluation Data Sources: STAAR EOY

Strategy 1: Starting the second six weeks, utilize Make-Up Mondays for students to recover missing assignments, attend tutoring, makeup lessons/units to hit goals for Core 5 or credit recovery.

Strategy's Expected Result/Impact: Increased performance on MAP and STAAR results, Improved Tier I understanding.

Staff Responsible for Monitoring: Teacher/Admin

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Each Friday, students and teachers use WIN time for a data dig. Students update their Core 5/DreamBox trackers. Teachers will conference with students on what they need to make-up in classwork/hw. Intended Audience: students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Weekly on Friday during WIN time. Delivery Method: whole group/small group | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 2: Students are assigned on our schoolwide tutoring log for the upcoming Make-up Monday. Parents receive a letter home and Class Dojo notice.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Weekly on Friday</p> <p>Delivery Method: Letter home/Class Dojo</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%. Root Cause: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education.</p> |
| Student Learning |
| <p>Problem Statement 3: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. Root Cause: Need for Tier III intervention consistently offered during school hours to increase impact.</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 by 10% by May 2025.

Evaluation Data Sources: STAAR EOY, benchmarks

Strategy 1: Provide PBL activity for GT students to design, decorate, and prepare for their end of year project presentations.

Strategy's Expected Result/Impact: Enrich student experience with a multidimensional real world experience.

Staff Responsible for Monitoring: GT Teacher

Title I:

2.4





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

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

Problem Statements: Student Learning 4

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Provide budget and desired outcome of the learning activity</p> <p>Intended Audience: GT Teacher/students</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: Sept 2024</p> <p>Funding Sources: - GT (199 PIC 21) - \$487</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: Starting the second six weeks, utilize Make-Up Mondays for students to recover missing assignments, attend tutoring, makeup lessons/units to hit goals for Core 5 or credit recovery.

Strategy's Expected Result/Impact: Increased performance on MAP and STAAR results, Improved Tier I understanding.

Staff Responsible for Monitoring: Teacher/Admin

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Each Friday, students and teachers use WIN time for a data dig. Students update their Core 5/DreamBox trackers. Teachers will conference with students on what they need to make-up in classwork/hw.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Weekly on Friday during WIN time.</p> <p>Delivery Method: whole group/small group</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Students are assigned on our schoolwide tutoring log for the upcoming Make-up Monday. Parents receive a letter home and Class Dojo notice.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Weekly on Friday</p> <p>Delivery Method: Letter home/Class Dojo</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: EOY MAP data for students in special education is at the 16th percentile for achievement while general education students are at the 42%. Root Cause: Teacher training focus has been to learn new curriculum and data practices leaving significant gaps on training to support students in special education.</p> |
| Student Learning |
| <p>Problem Statement 3: 12% of students remained in their Tier 2 and Tier 3 status for the year in reading and 14% for math. Root Cause: Need for Tier III intervention consistently offered during school hours to increase impact.</p> |

Student Learning

Problem Statement 4: Students in grades K-2 outperformed students in 3-5 for math and in 3-5 students outperformed K-2 in reading. **Root Cause:** Gaps occur with math curriculum for 3-5 students who missed parts of the comprehensive material while K-2 students are missing key skills that are not explicitly taught in the reading curriculum.

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: Increase the percentage of students that have 97% attendance for the year from from 27% to 35% by end of year.

Evaluation Data Sources: daily attendance

Strategy 1: Students attend "Play Pass" each six weeks for perfect attendance.

Strategy's Expected Result/Impact: Decrease chronic attendance

Staff Responsible for Monitoring: FES/Clerk/Admin

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 3

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Add resources for students' choice of activities to encourage creativity and collaboration.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: FES, admin</p> <p>Date(s) / Timeframe: once per six weeks for 6 opportunities for the year.</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-225-11-313-000000- - \$400</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: FES Call home for students with absences for the day, updates for chronic attendance issues. and at least 5 positive phone call home.

Strategy's Expected Result/Impact: Decrease # of total absences and chronic absences for our campus.

Staff Responsible for Monitoring: FES/clerk/Admin

Title I:

2.4, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 3

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: After 10 am, FES will call all families of absent students and 5 positive phone calls a day with an invitation to our next event.</p> <p>Intended Audience: families</p> <p>Provider / Presenter / Person Responsible: FES/Clerk</p> <p>Date(s) / Timeframe: Aug 24-May 25</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Every three weeks, FES will call and send a mailout of students who have chronic absences with their most current status</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: FES/Clerk</p> <p>Date(s) / Timeframe: Aug 24-May 25</p> <p>Delivery Method: Phone/letter</p> <p>Funding Sources: Extra Duty Pay - TITLE I (211) - 211-61-6121-04L-225-30-510-000000-25F10 - \$1,400, Mailouts, stamps, and paper. - TITLE I (211) - 211-61-6399-04L-225-30-510-000000-25F10 - \$1,752</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:

| Demographics |
|--|
| <p>Problem Statement 3: Chronic attendance has reduced from 17% to 10% but the school ADA is still below the standard of 97%. Root Cause: Parents need more regular reminders of attendance goals and progress through multiple media.</p> |

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from by 15% May 2025.

Evaluation Data Sources: District or campus survey with parent approval.

Strategy 1: Teachers and staff will participate in the Ron Clark House Conference to support positive relationships between students and staff.

Strategy's Expected Result/Impact: Increased stakeholder by staff and knowledge on how to expand our current house structure to maximize student leadership

Title I:

2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 1: Select two teachers to attend the RCA House Conference in January 2025 Intended Audience: Staff Provider / Presenter / Person Responsible: Admin Funding Sources: RCA-2 staff members - BASIC (199 PIC 11) - 199-11-6411-XXX-225-11-313-000000- - \$4,000 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Use RCA interactive app to share positive student actions with parents and students in real time. Intended Audience: students and parents Provider / Presenter / Person Responsible: School staff Date(s) / Timeframe: Aug 24-May 25 Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-225-99-313-000000- - \$1,800 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| Problem Statement 2: Houses are mostly teacher driven instead of student driven. Root Cause: Need to organize time for student leaders to create plans for meetings to increase student leadership. |

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: Increase the positive perception of parents on Engagement by 15% on a Parent Survey by May 2025 in comparison to previous year.

Evaluation Data Sources: District or campus parent survey

Strategy 1: Provide incentives to attend events.

Strategy's Expected Result/Impact: Increased interactions with families to build on community relationship.

Staff Responsible for Monitoring: Admin

Title I:

2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Provide teacher and staff pay to attend and participate in Trunk or Treat and Winterfest Intended Audience: Community Provider / Presenter / Person Responsible: Teachers/Staff Date(s) / Timeframe: October 2024 and December 2024 2 hour event, 1 hour prep/clean Collaborating Departments: GT, Literacy, Math, PTO Delivery Method: In person Funding Sources: Teachers at family engagement - TITLE I (211) - 211-61-6116-04L-225-30-510-000000-25F10 - \$4,052 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 2: FES provides parent support at after hour events, All Pro Dads, garden organization. Intended Audience: Community Date(s) / Timeframe: Aug 24-May 25 Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-225-30-510-000000-25F10 - \$1,615 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: We will provide access to STEAM activity kits to one student participant and one staff member at every event for a total of 20 events. Intended Audience: Families Provider / Presenter / Person Responsible: FES Funding Sources: - BASIC (199 PIC 11) - 199-11-6321-XXX-225-11-313-000000- - \$2,300 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| Action Step 4: Provide a STEAM or Night at the museum event hosted by the Fort Worth Museum of Art and History. Intended Audience: Families and teachers Provider / Presenter / Person Responsible: Fort Worth Museum of Art and History Date(s) / Timeframe: Spring 2025 Funding Sources: - BASIC (199 PIC 11) - 199-11-6299-XXX-225-11-313-000000- - \$2,990 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 3 Problem Statements:

| Perceptions |
|--|
| Problem Statement 3: High student and staff participation at school wide events is inconsistent. Root Cause: Need to incentivize participation for students and staff. |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Candra Walker | TA I -sub | | |

Campus Funding Summary

| TITLE I (211) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|-------------------------------|---|---|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 2 | | Title I Bilingual Teacher Assitant | 211-11-6129-04E-225-30-510-000000-25F10 | \$26,894.00 |
| 1 | 1 | 1 | 2 | | Title I Bilingual Teacher Assitant | 211-11-6129-04E-225-30-510-000000-25F10 | \$26,894.00 |
| 1 | 2 | 3 | 3 | Tutoring | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-225-30-510-000000-25F10 | \$4,900.00 |
| 4 | 1 | 2 | 2 | Extra Duty Pay | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-225-30-510-000000-25F10 | \$1,400.00 |
| 4 | 1 | 2 | 2 | Mailouts, stamps, and paper. | Supplies and materials for parental involvement | 211-61-6399-04L-225-30-510-000000-25F10 | \$1,752.00 |
| 4 | 3 | 1 | 1 | Teachers at family engagement | Extra duty for family engagement activities after hours (Teachers) | 211-61-6116-04L-225-30-510-000000-25F10 | \$4,052.00 |
| Sub-Total | | | | | | | \$65,892.00 |
| Budgeted Fund Source Amount | | | | | | | \$65,892.00 |
| +/- Difference | | | | | | | \$0.00 |
| FAMILY ENGAGEMENT (211) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 3 | 1 | 2 | | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-225-30-510-000000-25F10 | \$1,615.00 |
| Sub-Total | | | | | | | \$1,615.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,615.00 |
| +/- Difference | | | | | | | \$0.00 |

| BASIC (199 PIC 11) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|---------------------|--|------------------------------------|------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 1 | 1 | | INSTRUCTION GENERAL SUPPLIES | 199-11-6399-XXX-225-11-313-000000- | \$400.00 |
| 4 | 2 | 1 | 1 | RCA-2 staff members | INSTRUCTION TRAVEL - EMPLOYEE ONLY | 199-11-6411-XXX-225-11-313-000000- | \$4,000.00 |
| 4 | 3 | 1 | 3 | | INSTRUCTION INSTRUCTIONAL MATERIALS | 199-11-6321-XXX-225-11-313-000000- | \$2,300.00 |
| 4 | 3 | 1 | 4 | | INSTRUCTION MISC CONTRACTED SERVICES | 199-11-6299-XXX-225-11-313-000000- | \$2,990.00 |
| Sub-Total | | | | | | | \$9,690.00 |
| Budgeted Fund Source Amount | | | | | | | \$9,690.00 |
| +/- Difference | | | | | | | \$0.00 |
| GT (199 PIC 21) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 3 | 2 | 1 | 1 | | GENERAL SUPPLIES | | \$487.00 |
| Sub-Total | | | | | | | \$487.00 |
| Budgeted Fund Source Amount | | | | | | | \$487.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 3 | 2 | Storage | FURN&EQUIP < \$5000 | | \$1,000.00 |
| 1 | 2 | 3 | 2 | Reinforcers | PURCHASING CARD | | \$552.00 |
| 1 | 2 | 3 | 2 | Classroom supplies | GENERAL SUPPLIES | | \$4,000.00 |
| Sub-Total | | | | | | | \$5,552.00 |
| Budgeted Fund Source Amount | | | | | | | \$5,552.00 |
| +/- Difference | | | | | | | \$0.00 |

| SCE (199 PIC 24) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|---|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 3 | 1 | Teacher resource to support reading progress | Reading materials for classroom use | 199-11-6329-001-225-24-313-000000- | \$600.00 |
| 1 | 2 | 3 | 1 | Tutoring | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-225-24-313-000000- | \$2,480.00 |
| 1 | 2 | 3 | 1 | Classroom supplies | Supplies and materials for instructional use | 199-11-6399-001-225-24-313-000000- | \$1,000.00 |
| Sub-Total | | | | | | | \$4,080.00 |
| Budgeted Fund Source Amount | | | | | | | \$4,080.00 |
| +/- Difference | | | | | | | \$0.00 |
| BEA (199 PIC 25) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 3 | 1 | Classroom Supplies | Supplies and materials - instruction | 199-11-6399-001-225-25-313-000000 | \$1,320.00 |
| Sub-Total | | | | | | | \$1,320.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,320.00 |
| +/- Difference | | | | | | | \$0.00 |
| UNDISTRIBUTED (199 PIC 99) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 2 | 1 | 2 | 1 | | INSTRCTNL RES/MED SVCS GENERAL SUPPLIES | 199-12-6399-XXX-225-99-313-000000- | \$7,890.00 |
| 4 | 2 | 1 | 2 | | SCHOOL LEADERSHIP MISC CONTRACTED SERVICES | 199-23-6299-XXX-225-99-313-000000- | \$1,800.00 |
| Sub-Total | | | | | | | \$9,690.00 |
| Budgeted Fund Source Amount | | | | | | | \$9,690.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$98,326.00 |
| Grand Total Spent | | | | | | | \$98,326.00 |
| +/- 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 |