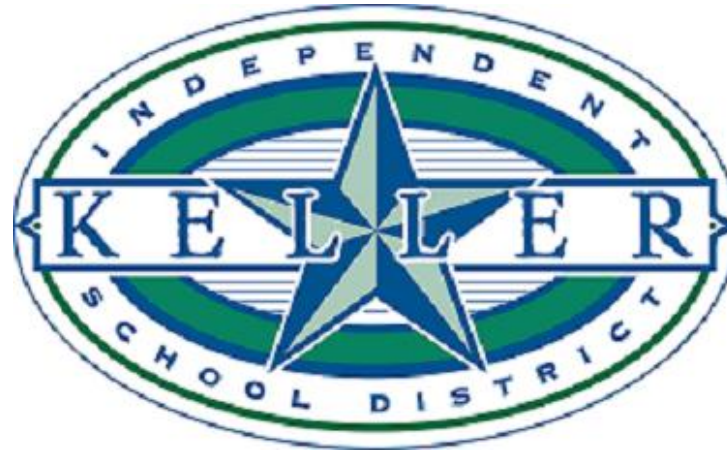


Keller Independent School District
Florence Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Florence Elementary provides the highest level of academic and social/emotional learning. We are student focused and solution based because our students deserve our best!

Vision

Florence Elementary - an exceptional school exceeding expectations, believing in unlimited possibilities, and adhering to the highest standards.

Core Beliefs

We believe

- Instruction is curriculum based and designed to engage students according to their individual needs through differentiation.
- In empowering students to be independent life-long learners.
- Parents and teachers form a partnership to ensure that children achieve their highest potential.
- Teachers create a safe, stimulating authentic, learner-centered environment enabling each child to reach their full potential.
- Our community and school work together to promote mutual respect and civic responsibility.
- Effective school leadership fosters mutual respect and trust producing a community of learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Florence Elementary is the only school in Keller ISD located in Southlake, Texas. Florence Elementary opened in the fall of 1977. We occupied a new building in August of 2021. We are a K-4 campus with a total enrollment of 472 students.

Student Demographics

Our demographic breakdown is as follows: 70.2% White, 16.3% Hispanic, 2.7% African American, 5.7% Multiple Races, 0.2% Native American and 4.9% Asian.

Our Economically Disadvantaged population is 9.3% with less than 1% homeless.

At Risk: 4.2%

Our mobility continues to be relatively low. The majority of students start and finish their K-4 school years at Florence Elementary.

Support Services Provided

1.3% of students are served through ESL.

15.6% of our students receive services through Special Education

5.1% are served through 504

5.5% are served through RTI

9.5% are served through GT programming

6.3% are served through Dyslexia Services

23.5% of students are serviced through Hybrid mathematics in grades 1-4.

Total staff members: 59

Support Staff Demographics: 1 campus secretary, 2 office aides, 1 nurse, 1 SRO, 3 cafeteria, 4 custodial staff,

Instructional Staff Demographics: FES employs 23 full time general education, 4 co-curricular teachers, 3 special education teachers, 1 dyslexia specialist, 1 librarian, 1 counselor, 1 assistant principal, 1 IST, and 1 principal, 1 speech therapist, 1 part time- ESL teacher, 1 part time GT teacher, as well as 4 instructional aides, 2 part time diagnosticians

Teacher Demographics

Teacher Average years in education: 22.35

Average years in KISD: 17.53

Advanced degrees: 17 staff with advanced degrees

Special Education Certified: 7

ESL Certified: 20

GT Certified: 2

Demographics Strengths

- High teacher retention and years of staff experience.
- Low percentage of At risk/ ed. dis. and homeless sub-populations.
- High level of ESL certification.
- 60% of students are supported in their uniquely identified needs (ESL, SPED, 504, RTI, Hybrid math, GT)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With over half of students served in specialized programs and supports, it is important to ensure that processes, procedures, and systems support differentiation. **Root Cause:** Additional data available to support progress monitoring of students (MAP, iStation, Dreambox). Increase in number of students served in dyslexia.

Student Learning

Student Learning Summary

Florence Elementary is committed to reflect on instructional practices to meet the needs of all students. Student achievement is measured and evaluated routinely utilizing various methods including classroom, district, and state assessments. Three times a year our students are provided a universal assessment - MAP (Measures of Academic Performance). This is a nationally normed measure of academic growth. Teachers provide classroom observations, unit assessments as well as our state assessment, STAAR. Student progress is monitored throughout each academic unit of instruction. Remediation or enrichment opportunities are provided based on pre-assessments, formative, and summative assessments.

NWEA MAP Average Achievement Percentile

	Math	% of students meeting growth	Reading	% of students meeting growth
Kindergarten	97	52	91	46
1st Grade	98	57	91	46
2nd Grade	96	54	93	50
3rd Grade	93	54	82	50
4th Grade	96	43	95	52

NWEA MAP Average Growth Data

Math: 49th%ile for growth

Reading: 47th%ile for growth

With a high achievement percentile across grade levels, which is achievement relative to achievement of all other students of that grade worldwide, it is difficult to demonstrate the NWEA expected growth. The overall average growth of students is within the standard deviation of the normed growth expectation (50th percentile) with an average of almost half of students meeting their growth projection.

2024 STAAR

Our overall achievement on STAAR indicates high levels of performance overall in reading for our 3rd and 4th grade students with 100% of 4th grade students passing the STAAR (approaches or greater) and 91% of students passing STAAR. In RLA, 90% of students demonstrated at least one year's growth from 3rd to 4th grade by growing a performance level or maintaining their performance level compared to the 3rd grade STAAR test. In addition to this, 44% of those students grew at least one performance level.

In math, 89% of 3rd grade students, 93% of 4th grade students, and 100% of 4th grade hybrid students achieved a passing score (approaches or greater) on the STAAR test. 74% of students showed at least a year's growth in performance from 3rd to 4th. 22% increased by at least one performance level.

Reading Analysis: 3rd Grade

In analyzing our results based on instructional components, standards, and question types, we noticed a significant increase of 26% in Beginning reading and writing (Standard 3.2) with 82% of students meeting expectations. Our lowest performing area overall was in Response skills (standard 3.7) with 53% meeting expectations (consistent with district performance) and in the extended constructed response with only 40% of students meeting expectations (which is an improvement from the previous year where only 37% of students met expectations). While our performance on extended constructed response is above state and district overall performance on this standard, it remains a priority area.

Reading Analysis: 4th Grade

In further analyzing our results based on instructional components, standards, and question types, we noticed that compared to last year, there was a significant increase of 16% in student performance related to vocabulary questions with 89% meeting expectations. We also saw an increase in writing (Extended constructed response increased by 15%, revision by 11%), while we saw a decrease in editing by 5% in 4th grade.

In looking at areas of opportunity across 4th grade RLA, our lowest performing areas were:

- 4.10 B explain how the use of text structure contributes to the author's purpose and
- 4.7 B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources*

Both of these areas relate to a student's ability to read, analyze and respond to texts in writing and are demonstrated in both the short response and extended constructed response with 64% of students meeting expectations for the extended constructed response.

Math Analysis

Overall, in RLA, reading was an area of strength, whereas writing was shown to be an area for improvement, overall, as students completed STAAR 2.0 questions including short constructed response for the first time. In math, 3rd grade students showed strengths in Data Analysis and improved in Geometry from the previous year by 26%. In both 3rd and 4th grade, our lowest performing level was 3.8B and 4.4H, which both relate to solving one and two step problems across operations. Fourth grade students, in general, performed lowest on problems that required more than one step, including multi-step problems across all areas of TEKS, most notably division of whole numbers and calculating the area of a composite figure.

Student Learning Strengths

High levels of achievement overall in passing STAAR with 100% of 4th grade students passing the RLA STAAR test.

Growth in the vocabulary area of RLA.

Dedicated daily Intervention/Enrichment time

Tutorial Opportunities in the morning (1416)

Hybrid Math - providing students acceleration in math content

High over-all performance on STAAR across both 3rd and 4th grade

High proficiency percentile as a campus in MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with one and two step word problems in mathematics. **Root Cause:** Problem solving strategies not being used Many students get caught up in the computation processes and lack numerical fluency skills Prior year's math schedule did not account for the instructional minutes recommended for all math components. Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice

Problem Statement 2 (Prioritized): Students are demonstrating low performance on extended constructed responses. **Root Cause:** -the need for further text analysis and response skills -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina -Test fatigue (the ECR was toward the end of the test when looking at the results.)

School Processes & Programs

School Processes & Programs Summary

Florence has maintained a high level of academic success. We strive to follow district curriculum with fidelity with teachers planning collaboratively as a grade level team. Florence utilizes the expertise of our Reading and Math Coaches, who visit our campus weekly in order to model, support, and help guide teachers to plan effective instruction and provide assistance to our teaching staff. Differentiated instructional grouping within the classroom in math has been a part of Florence for the last four years allowing teachers to focus on specific needs of students. Hybrid Math is an additional opportunity to provide accelerated academics in math that begins mid-year in kindergarten continue until they reach high school. Florence teachers utilize pre/post assessments to identify specific areas of need and target instruction based on student performance. Teachers are aware of the various needs of the students and who require enrichment or intervention. Measures of Academic Progress (MAP) is our campus universal screener which allows us to measure student growth throughout the year and plan instruction, intervention, or enrichment according to student needs. Teachers meet both formally and informally to review student progress, to discuss instructional strategies, and to share information. When new data becomes available, teachers and specialists monitor student progress in Snapshot (SNAP) meetings.

Last year, Keller ISD implemented a new curriculum that is based upon a literacy framework that prioritizes standards, provides tools for planning, establishes district assessments that can be used to benchmark performance across the district, and allows for teachers to adjust based on the needs of their students within each unit. The curriculum and instruction follows a gradual release of responsibility approach, in providing direct, explicit instruction, modeling, shared learning, collaborative learning, and independent learning, whereby students have multiple exposures and supports in the learning process. Accompanying this curriculum are resources from HMH that include teacher tools, student accesses to digital tools (Waggle, Writable, etc.) and direct, daily instruction of phonics through Reading Horizons (K-3) and Heggerty for phonemic awareness, Handwriting without Tears, Patterns of Wonder. The writing standards compose specific units, but are also supported and integrated in reading and other subjects as students explain their thinking.

Florence is 1:1 with technology providing every student with an iPad which is used as a supplemental learning tool and for testing. All classroom teachers have MAC computers and each classroom has a 75" Television with Apple TV. Teachers have been trained and feel more comfortable in utilizing the Mac-Books for instruction. Each classroom teacher also has an iPad for their classroom use. Wireless connectivity allows for teachers to move freely around the room while providing instruction. Florence has over 90 cameras to ensure almost every part of our building is monitored. Dreambox and Reading A-Z are two programs utilized for intervention and enrichment.

In addition to curricular offerings, FES offers clubs, activities and experiences for our students to promote their growth in their interests, talents, and character. One of our teachers will lead our ROCK Club which focuses on kindness to those around you. Our PE teacher leads a Running Club for our 2nd through 4th graders after school. For music, we have 3rd and 4th grade Magical Marimba clubs and Falcon Choir. We have a student council for 3rd and 4th grade students where they have an opportunity to be a voice for students. Our school also has a cooking club for 1st-4th grade. Our Librarian leads Battle of the Books at a campus and district level. Our theatre teacher holds Keller Shakes try-out where students are taught how to start and hold conversations. We encourage students to become involved in STUCO as an officer or class representative and will be the voice of the students in planning of activities and continuous improvement processes as they meet with campus administration to share their input and perspectives.

Florence, as an established campus, has systems in place for the various stakeholders including communication, meetings, information sharing, data collection, data analysis. Last year, the school utilized various forms of input from stakeholders. For staff, team leadership meetings are held monthly where a teacher from each grade level/ department serves as a representative in decision making, processes, and provides input and feedback related to campus events, processes and procedures. In addition to team leadership meetings, teachers participate in grade level planning meetings called professional learning communities (PLCs) where they make decisions related to curriculum, planning, assessment, and grade level communication. The school's Campus Educational Improvement Committee consists of a variety of stakeholders including parents, teachers, staff, and community members, and is focused on reviewing the campus' continuous improvement processes and providing input for improvement. The PTA is a central support our school, as they facilitate and lead many of the FES events and activities with parent volunteers serving to ensure the success and help create memories for students and families. They also provide funding that supports classroom needs, campus projects, and teacher appreciation, among many other things!

Safety and security are a priority for our campus and FES follows KISD security procedures and has a dedicated campus SRO who serves our school. We conduct frequent safety drills and have implemented safety procedures in order to improve our ability to communicate and quickly gather information in the case of a emergency. We utilize the Raptor system in order to monitor and screen parents and guests who are entering the building to ensure the safety of our students. Our building was built with a storm and a missile-proof shelter that can hold our entire campus in the case of a weather or safety emergency.

As a campus, all of our actions, plans, and focus is upon continuing the tradition of excellence!

School Processes & Programs Strengths

- Community Support
- Processes in place for data collection and monitoring
- CEIC input
- Use of District planning documents - KISD Scope and Sequence
- Uniform assessments integrated into district planning documents
- Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations
- Universal assessment measuring growth - MAP
- Hybrid Math
- Collaborative planning
- Safety and security
- Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With the large amounts of data available we must determine how to best apply the data into actionable steps to best serve the needs of students.

Root Cause: New curriculum New Resources Limited Time The need to become more familiar with all of the tools and resources available Ongoing professional development in progress. Balancing of responsibilities.

Perceptions

Perceptions Summary

Florence Elementary has a long successful history of bridging school, families and community. We are fortunate to continue many of the traditions that are cherished by our community.

Among the traditions and community engagement events that are beloved by our community are Art Night, Literacy Night, STEM Night, Fall Carnival, Silent Auction, Grandparents Day, Musicals for each grade level, Storybook Character Day, Nutcracker Day, KHS Homecoming Parade, Western Day and Talent Show. Our incredibly active and supportive PTA plans several Family Fun nights at local restaurants. Our Multicultural night allows families to share information and food from their culture whether it is from a different state or country.

It is also important that our families feel connected. We consistently have many parents who come to have lunch with their students. We have an active Watchdog program for our dads to spend a day with their students. We have continued to build upon our Watch Dog Dads program that provides another opportunity for our families to be connected to Florence. Spirit Nights are offered for families to come together outside of school to socialize. We have one major PTA fundraiser during the year: Fun Run, which is highly supported and attended by our parents and provides our PTA with a budget to support additional classroom resources, student activities such as field trips, campus needs of our school. Penguin Patch also provides a fundraising opportunity for our PTA.

Focusing upon the positive character of our students is a priority for FES. We are a Positive Behavior Interventions and Supports (PBIS) campus where we focus and recognize the positive behavior of our students. We have a campus monetary system called Falcon Bucks that staff hand out to students who follow PBIS expectations. We also have our fabulous falcon referrals where students who demonstrate exceptional character, service, or behavior are referred to an administrator to celebrate being a fabulous falcon, receive a reward, and have a positive phone call home to share with their family. Students can cash in their Falcon Bucks for various rewards. Each six weeks, we have a Character Assembly to honor students who exhibit the character each nine week period. We reward classes for great behavior in the cafeteria for positive behavior with weekly goals and contests whereby whole classes can earn class privileges such as flash light time, PJ day, additional recess, popsicle parties, and others.

Our culture and climate is largely due to the opportunities for parent and community engagement. Our PTA is incredibly supportive. It's because of their time and dedication that we are able to host many of our after school activities. Our families feel connected to our teachers and campus. Parents desire to volunteer to assist our staff. You will find parents actively involved on a daily basis on our campus. We have a CEIC committee which meets four times a year to review our Campus Improvement Plan and provide input. The committee is composed of teachers, parents and community members. Members are encouraged to bring questions, concerns and ideas to the committee for consideration.

Communication is a key component in the success of Florence. We have a communications team that works together to ensure information is provided to our community in multiple ways: Newsletters, Twitter, our new Facebook page, and our Website. Our family newsletter includes spotlights of activities happening and encourages teachers and families to spotlight those staff members whom they recognize as outstanding falcons and feedback from families has been positive.

The campus administration conducts 3X a year feedback meetings with each teacher individually and is utilizing the campus leadership team's monthly meetings to further identify and support teacher and staff needs. Our grade level teams have a collaborative and cooperative culture, planning and working closely together. There exists more opportunity for whole school integration and community building and we are partnering with local businesses this year and through our social committee, will be facilitating more opportunities for staff community and team-building. Our staff shares in different staff spirit days, games, and recognition of others, including our monthly golden egg nomination, whereby staff recognize colleagues for their "golden" actions and for going the extra mile to support one another and our students. The school administration added a component to our newsletters that asks families to shout out staff members and shares this with the community in the weekly newsletters.

Our 2023-2024 CEIC was a large part of our feedback and improvement process. During CEIC, the committee identified areas that we do well in including events for students, fundraising, safety, parent communication, high expectations, and overall communication. They also continually recognized our outstanding teachers and the quality level of experience and support they provide. They also identified some ideas and opportunities for improvement, many of which were implemented,

This past year, the school conducted a [survey](#) for parents to assess community engagement and feedback on key areas including communication, instruction, processes, procedures, and support services. In reviewing the survey, the majority of our families feel that we are doing well in providing opportunities that support a safe, challenging, and supportive environment that meets the needs of our students and that we provide opportunities for families to be involved in events and activities. It was evident in the survey that there is further desire from parents for ways to be involved in supporting your child's learning and a desire for richer communication regarding their progress and grades. While we recognize that we are doing great in many areas, there is always room for improvement and have posed a problem of practice that has been considered by staff, teachers, teams, and administration and will be addressed as a goal in this plan related to how we can better engage families in the academic progress of their child. In addition, some families indicated that while the school is heavy on traditions, for new families including kindergarteners, we can do a better job of communicating what to expect with events and activities.

Perceptions Strengths

- Traditions
- Quality of teachers and school overall
- Communication of information/ events
- Many activities for families to be involved in
- Avenues for teacher support, recognition, and input
- Strong PTA / Parent Involvement
- High expectations for achievement and behavior
- Monthly family events: choir/theater programs, Literacy Night, STEM night, Multicultural Night, Fall Carnival, Grandparent's Game Night
- Highly successful Fun Run - Fundraising and support from PTA
- Consistent volunteers support teacher and school preparation needs
- Multiple methods of communication / Communications Team
- Watch Dog Dads volunteer support
- High expectations

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the family engagement survey, results showed lower ratings in the areas pertaining to parents feeling involved and informed in their child's academic progress. **Root Cause:** -Multiple data sources -Need for communication on interpretation and use -Lack of understanding of educational terms/ tools -Limited ability to share assessments from tech tools such as Aware -Grades meaning? -Mode of communication

Priority Problem Statements

Problem Statement 1: In the family engagement survey, results showed lower ratings in the areas pertaining to parents feeling involved and informed in their child's academic progress.

Root Cause 1: -Multiple data sources -Need for communication on interpretation and use -Lack of understanding of educational terms/ tools -Limited ability to share assessments from tech tools such as Aware -Grades meaning? -Mode of communication

Problem Statement 1 Areas: Perceptions

Problem Statement 2: With over half of students served in specialized programs and supports, it is important to ensure that processes, procedures, and systems support differentiation.

Root Cause 2: Additional data available to support progress monitoring of students (MAP, iStation, Dreambox). Increase in number of students served in dyslexia.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With the large amounts of data available we must determine how to best apply the data into actionable steps to best serve the needs of students.

Root Cause 3: New curriculum New Resources Limited Time The need to become more familiar with all of the tools and resources available Ongoing professional development in progress. Balancing of responsibilities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students struggle with one and two step word problems in mathematics.

Root Cause 4: Problem solving strategies not being used Many students get caught up in the computation processes and lack numerical fluency skills Prior year's math schedule did not account for the instructional minutes recommended for all math components. Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are demonstrating low performance on extended constructed responses.

Root Cause 5: -the need for further text analysis and response skills -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina -Test fatigue (the ECR was toward the end of the test when looking at the results.)

Problem Statement 5 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
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By the end of the current school year, 60% of 3rd grade students will score Meets or above in reading and math as measured by 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Change the master schedule to ensure that there is dedicated instructional minutes for all components of math and RLA. Moving the dismissal time up adds 15 instructional minutes to each day.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Implement the district's Reading Language Arts and Math curriculum with fidelity, ensuring focus upon the priority standards in planning, explicit instruction, and assessment.</p> <p>Measures: Planning documents, Summative assessment results, STAAR results.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: In PLC's utilize the available data sources (district formative, summative and standardized assessment tools, STAAR Interim, Istation, Dreambox and MAP) to monitor student learning in reading and math in order to provide targeted, intensive instruction, or enrichment, as needed. through small groups, RTI, or need specific support services.</p> <p>Measures: MAP growth, Aware test reports, SNAP reports</p> <p>Staff Responsible for Monitoring: Teachers, Administration, RTI</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Conduct 30 hours of House Bill 1416 tutoring for all 4th grade students who did not pass the STAAR test in 3rd grade.</p> <p>Measures: Tutorial logs, student performance on STAAR interim, STAAR and district assessments.</p> <p>Staff Responsible for Monitoring: 4th grade teachers, administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
<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 1: With over half of students served in specialized programs and supports, it is important to ensure that processes, procedures, and systems support differentiation. Root Cause: Additional data available to support progress monitoring of students (MAP, istation, dreambox). Increase in number of students served in dyslexia.</p>
Student Learning
<p>Problem Statement 1: Students struggle with one and two step word problems in mathematics. Root Cause: Problem solving strategies not being used Many students get caught up in the computation processes and lack numerical fluency skills Prior year's math schedule did not account for the instructional minutes recommended for all math components. Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice</p>

Student Learning

Problem Statement 2: Students are demonstrating low performance on extended constructed responses. **Root Cause:** -the need for further text analysis and response skills -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina -Test fatigue (the ECR was toward the end of the test when looking at the results.)

School Processes & Programs

Problem Statement 1: With the large amounts of data available we must determine how to best apply the data into actionable steps to best serve the needs of students. **Root Cause** : New curriculum New Resources Limited Time The need to become more familiar with all of the tools and resources available Ongoing professional development in progress. Balancing of responsibilities.





Goal 1: Increase Student Achievement

Performance Objective 2: By the end of the 2024-2025 school year, 3rd and 4th grade student performance will increase by 2% on the STAAR test in performance in the area of representing and solving of one and two step problems involving addition, subtraction, multiplication and division.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will utilize the KISD math framework (number talks, spiral review, problem solving including numberless word problems), and the main lesson) and strategies in the curriculum in order to provide students with multiple daily opportunities to deeply engage with learning standards and objectives.</p> <p>Measures: Student growth on MAP and STAAR projection, mastery level performance on summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers, administration.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Focus in math centers across all grade levels on tasks and skills that build mathematical fluency across operations.</p> <p>Measures: Student performance, lesson plans, small group interventions, dreambox</p> <p>Staff Responsible for Monitoring: teachers and administration</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Implement and utilize the UPSC (Understand, plan, solve, and check) model and graphic organizer in order to break down word problems into smaller parts.</p> <p>Measures: Lesson plans, STAAR interim Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Utilize the district provided resource of Dreambox 5 times per week to monitor progress, and to individualize practice based on the specific needs of students.</p> <p>Measures: Dreambox reports Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July

Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Through PLCs, teams will utilize data collected during the week to plan and implement targeted and intensive support or enrichment of student needs that can be addressed in flex time or in small group instruction.</p> <p>Measures: Lesson plans, student progress on MAP, summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Our Special Education teachers, specialists, and ISTs will push in or pull out small groups to support the individual and unique needs of students who are served in SPED or Tiered instruction to identify and help fill learning gaps.</p> <p>Measures: Dreambox, MAP, STAAR, IEP goals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Thirty hours of before school tutorials will be provided for students who qualify based on House Bill 1416 for support in mathematics.</p> <p>Measures: 1416 Attendance Sheets. Student performance.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Support students in problem solving skills through the practice of following multi-step instructions and math concepts through co-curr and counseling guidance lessons.</p> <p>Measures: Lesson plans</p> <p>Staff Responsible for Monitoring: Cocurr teachers, counselor</p> <p>Title I: 2.5, 4.1</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
<p>Action Step 9: In 4th grade, move to a team-teaching model, whereby each student will have multiple teachers who are subject area specialists. Under this model, there will be a specific class dedicated to writing that will work in partnership and support of the reading in order to enhance student's grammar, writing, and conventions skills.</p> <p>Measures: STAAR, STAAR interim, MAP, district performance tasks</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: With over half of students served in specialized programs and supports, it is important to ensure that processes, procedures, and systems support differentiation. Root Cause: Additional data available to support progress monitoring of students (MAP, istation, dreambox). Increase in number of students served in dyslexia.</p>
Student Learning
<p>Problem Statement 1: Students struggle with one and two step word problems in mathematics. Root Cause: Problem solving strategies not being used Many students get caught up in the computation processes and lack numerical fluency skills Prior year's math schedule did not account for the instructional minutes recommended for all math components. Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice</p>

School Processes & Programs

Problem Statement 1: With the large amounts of data available we must determine how to best apply the data into actionable steps to best serve the needs of students. **Root Cause**
: New curriculum New Resources Limited Time The need to become more familiar with all of the tools and resources available Ongoing professional development in progress.
Balancing of responsibilities.





Goal 1: Increase Student Achievement

Performance Objective 3: By the end of the 2024-2025 school year, 4th grade students will improve their ability to thoughtfully respond to texts which will result in an overall increase in performance by 2% on the extended constructed response on the STAAR test.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Implement the RLA curriculum with fidelity, through dedicated time for each component of the RLA framework within the FES master schedule (Handwriting, phonics, phonemic awareness, reading, grammar, writing).</p> <p>Measures: Campus walk data, observation data.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Writing conventions (including capitalization, punctuation, and subject/verb agreement) will be emphasized and practiced through the writing process in each grade level. Teachers will calibrate student writing samples and monitor progress throughout the year.</p> <p>Measures: lesson plans, student writing, district performance tasks, STAAR</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Across all grade levels, provide frequent opportunities for students to respond to text orally, in writing, and through typed responses in order to continue to build their skills and stamina with writing.</p> <p>Measures: Lesson plans, student work, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: In 3rd and 4th grade, students will practice utilizing graphic organizers (including the RACE model) to organize their writing and ensure they are completing the components of an effective written response.</p> <p>Measures: Lesson plans, STAAR.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Through PLCs, teams will utilize data collected during the week to plan and implement targeted and intensive support or enrichment of student needs that can be addressed in flex time or in small group instruction.</p> <p>Measures: Lesson plans, student progress on MAP, summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Our Special Education teachers, specialists, and ISTs will push in or pull out small groups to support the individual and unique needs of students who are served in SPED or Tiered instruction to identify and help fill learning gaps.</p> <p>Measures: Dreambox, MAP, STAAR, IEP goals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Progress		
	Dec	Apr	July

Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Thirty hours of before school tutorials will be provided for students who qualify based on House Bill 1416 for support in reading.</p> <p>Measures: 1416 Attendance Sheets. Student performance.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Incorporate typing skills utilizing typing programs and district provided academic resources.</p> <p>Measures: Student work, STAAR</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Utilize the district tool of istation to increase frequency of individual progress monitoring (monthly) in order to address identified learning gaps.</p> <p>Measures: Istation</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Progress		
	Dec	Apr	July

Action Step 10 Details	Progress Reviews		
<p>Action Step 10: In 4th grade, move to a team-teaching model, whereby each student will have multiple teachers who are subject area specialists. Under this model, there will be a specific class dedicated to writing that will work in partnership and support of the reading in order to enhance student's grammar, writing, and conventions skills.</p> <p>Measures: STAAR, STAAR interim, MAP, district performance tasks</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<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:





Demographics
<p>Problem Statement 1: With over half of students served in specialized programs and supports, it is important to ensure that processes, procedures, and systems support differentiation. Root Cause: Additional data available to support progress monitoring of students (MAP, istation, dreambox). Increase in number of students served in dyslexia.</p>
Student Learning
<p>Problem Statement 1: Students struggle with one and two step word problems in mathematics. Root Cause: Problem solving strategies not being used Many students get caught up in the computation processes and lack numerical fluency skills Prior year's math schedule did not account for the instructional minutes recommended for all math components. Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice</p>
<p>Problem Statement 2: Students are demonstrating low performance on extended constructed responses. Root Cause: -the need for further text analysis and response skills -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina -Test fatigue (the ECR was toward the end of the test when looking at the results.)</p>
School Processes & Programs
<p>Problem Statement 1: With the large amounts of data available we must determine how to best apply the data into actionable steps to best serve the needs of students. Root Cause : New curriculum New Resources Limited Time The need to become more familiar with all of the tools and resources available Ongoing professional development in progress. Balancing of responsibilities.</p>

Goal 2: Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1: Florence Elementary School will establish processes that clearly communicate and engage families in their child's academic progress which will result in an increase of parent satisfaction by 10% in these areas of the end of the year stakeholder survey.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Conduct and analyze the results of stakeholder surveys at least twice a year in order to gather input on school processes, culture, and student learning.</p> <p>Measures: Survey results, responses.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Conduct parent instructional tours with the members of the CEIC in order to share further insight into instruction, assessment, and to gather input on areas where further education of parents would be beneficial to enhancing understanding.</p> <p>Measures: Feedback form from instructional tours</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Utilize existing communication channels to provide parents with additional resources to be able to support their child at home including the counselor's corner, updates and parent information about curriculum, assessments, processes and procedures.</p> <p>Measures: newsletters, survey</p> <p>Staff Responsible for Monitoring: Principal, counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Conduct a mini-survey to determine topics in which parents would like further information and input on effective forums for communicating this information.</p> <p>Measures: Survey Results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Each grade level reviewed the problem of practice, "How do we engage and inform parents and families in their child's learning and progress?" and analyzed what they currently do, what might need to be added, and what might need to be changed and developed and implemented a plan for communicating with and engaging families in student progress.</p> <p>Measures: Communications, survey results</p> <p>Staff Responsible for Monitoring: Team leaders, teacher, principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Following SNAP meetings 2 times per year, teachers will follow up with parents of students who will be receiving tiered services in order to explain the process used, the data points, and the goals for the student.</p> <p>Measures: Student progress monitoring</p> <p>Staff Responsible for Monitoring: IST, teachers, counselor, admin</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: In the family engagement survey, results showed lower ratings in the areas pertaining to parents feeling involved and informed in their child's academic progress. Root Cause: -Multiple data sources -Need for communication on interpretation and use -Lack of understanding of educational terms/ tools -Limited ability to share assessments from tech tools such as Aware -Grades meaning? -Mode of communication</p>

State Compensatory

Budget for Florence Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Instructional support teacher (IST) provides intensive support for students demonstrating need beyond the in class targeted or universal levels of support.

Personnel for Florence Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly Persyn	IST	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Kayley Anderson	Kindergarten Parent
Parent	Ashley Wallace	Kindergarten Parent
Parent	Joey Allen	1st and 4th Grade Parent
Parent	Brandon Schmidt	2nd and 4th Grade Parent
Parent	Lauren Schmidt	2nd and 4th Grade Parent
Parent	Ashley Stickane	3rd Grade Parent
Parent	Amy Forsythe	4th Grade Parent
Parent	Nicole Siedel	PTA President
Non-classroom Professional	Terra Peters	Campus Secretary
Administrator	Courtney Cullum Brandel	Principal
Classroom Teacher	Hannah McLean	Kindergarten Teacher
Classroom Teacher	Barb Thompson	1st Grade Teacher
Classroom Teacher	Lexi Jencopale	3rd Grade Teacher
Classroom Teacher	Michele Newbrough	Specials Teacher
Classroom Teacher	April Hetherington	4th Grade Teacher
School Counselor	Christina Jones	Counselor
Administrator	Chelsea Price	Assistant Principal