

Midland Independent School District

Fasken Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Our mission is to cultivate a safe, collaborative, and inclusive learning community. Through reflection, relentlessness, and goal-oriented growth, we foster a lifelong love for learning that supports excellence for all.

Vision

With an unwavering pursuit of excellence, we will rise to the forefront as one of the state's highest performing schools, fostering lifelong learners and embody the values of respect, relentlessness, collaboration, and family.

Value Statement

Together, we forge an unwavering bond of respect, collaboration, relentlessness, and family, empowering every member of our campus community to thrive.

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Fasken Elementary School Overview

Fasken Elementary School has maintained a "B" performance rating for the past two years and is committed to adapting strategies to achieve an "A" rating in the upcoming school year. This narrative report provides a detailed overview of the school's demographic data, student performance, and perception data for the 2023-24 school year.

Fasken serves a diverse student body, with a majority Hispanic population. The school is also committed to supporting a significant number of economically disadvantaged students, emergent bilingual students, and those in special education.

The early grade students at Fasken have shown strong performance in Math with a 75% MAP Growth Performance Score, while Reading performance is at 58%, indicating a need for additional support and interventions in literacy.

The adaptation of the 2023-24 master schedule, emphasizing increased time for Professional Learning Communities (PLC) and teacher collaboration, supports educators in sharing best practices, aligning instructional strategies, and delivering targeted small group instruction to enhance student achievement.

As an "Opportunity Culture" campus, the expansion of Multi-Classroom Leadership (MCL) roles to include four leaders, alongside the introduction of Master Team Reach Teachers (MTRT) and Team Reach Teachers (TRT), has strengthened support across various grades and subjects, contributing to instructional success.

Moreover, the ongoing role of the Parent Liaison continues to foster strong partnerships between school administration and parents, facilitating open communication and active parental involvement in decision-making processes, further enriching school policies and programs.

The projected STAAR scores for Fasken Elementary indicate positive trends across all domains, with significant improvements in academic achievement, particularly for the lowest-performing students and efforts to close achievement gaps among various student groups.

Parents have expressed a high level of satisfaction with the school, with a 91% approval rate on the K-12 Insight survey. This reflects strong support and positive feedback regarding the school's environment, teaching quality, and overall management.

The staff at Fasken Elementary have also given a highly positive rating on the Campus Leadership Effectiveness Survey, with over 95% approval. This indicates a strong belief in the effectiveness of the campus leadership, highlighting their capability in managing the school and supporting teachers.

Fasken Elementary School's performance, demographic diversity, and strong perception data reflect a positive and supportive educational environment. With the

improvements in student performance and the high levels of satisfaction from both parents and staff, Fasken Elementary is well-positioned to adapt its practices and achieve an "A" rating in the coming school year. The school remains committed to supporting all students in reaching their full potential and continuing its trajectory of academic excellence.

Demographics

Demographics Summary

Fasken Elementary School Demographic Report

Total Student Population 960+

1. **Ethnic Diversity:**

- The majority of students at Fasken Elementary School identify as Hispanic, making up 66% of the student body.
- White students constitute 29% of the population.
- The remaining 5% includes students from other ethnic backgrounds.

2. **Economic Challenges:**

- A significant portion of the student body, 58%, is considered economically disadvantaged. This indicates a high need for programs and services that support students from low-income families.

3. **Language and Learning:**

- With 41% of students identified as emergent bilinguals, there is a substantial need for English as a Second Language (ESL) programs and bilingual education resources to support these students' language acquisition and academic progress.

4. **Special Education Needs:**

- The special education population at Fasken Elementary School is 12%, reflecting the necessity for tailored educational programs, resources, and support for students with special needs.

Demographics Strengths

Fasken Elementary School Demographic Strengths

Fasken Elementary School serves a diverse and multifaceted student body. The demographic data highlights the importance of culturally responsive teaching, economic support systems, robust language programs, and comprehensive special education services to meet the varied needs of the students. The school has maintained a "B" performance level for the past two academic years, indicating a strong overall academic performance. This consistent rating suggests that the school is effectively addressing the diverse needs of its student body and maintaining high educational standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate is 93%, falling short of the desired goal of 96%, despite various incentives to promote attendance.

Root Cause: Existing attendance incentives may not be effectively motivating students and families, possibly due to a lack of awareness or appeal of the incentives, or barriers that prevent consistent attendance such as transportation issues, health problems, or family responsibilities.

Problem Statement 2 (Prioritized): The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families.

Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.

Problem Statement 3: There is a noticeable gap in attendance rates, with certain student subgroups (e.g., economically disadvantaged students, emergent bilinguals) showing lower attendance compared to their peers.

Root Cause: Socioeconomic factors, language barriers, and cultural differences may be contributing to lower attendance rates among specific student subgroups, indicating a need for more tailored and accessible support programs to address these challenges.

Student Learning

Student Learning Summary

Fasken Elementary School Performance Report

Kindergarten through Second Grade MAP Growth Performance

- **Math:**
 - **Performance Score:** 75%
 - The students in Kindergarten through Second grade have shown a significant level of growth in Math, achieving a performance score of 75%.
- **Reading:**
 - **Performance Score:** 58%
 - The Reading performance score for Kindergarten through Second grade students stands at 58%, indicating areas for improvement and targeted intervention.

Projected STAAR Scores

- **Overall STAAR Scaled Score:**
 - **Projected Score:** 85
 - This represents an increase of two performance points from the previous year (2023), indicating steady progress in overall academic achievement.
- **STAAR Domain 1 Score:**
 - **Projected Score:** 83
 - This score reflects the overall performance of students and their understanding of the curriculum, showing solid academic proficiency across subjects.
- **STAAR Domain 2A Score:**
 - **Projected Score:** 79
 - This domain score has increased by 11 points, highlighting significant improvement in academic achievement for the lowest-performing students.
- **STAAR Domain 2B Score:**
 - **Projected Score:** 84
 - The score in this domain has increased by 4 points, showing progress in relative performance for all students, and indicating a narrowing of achievement gaps.
- **STAAR Domain 3 Score:**
 - **Projected Score:** 88
 - This score has seen a 10 point increase, reflecting better academic outcomes and closing achievement gaps among various student groups.

Fasken Elementary School Student Learning Strengths

Fasken Elementary School has performed at a "B" performance rating for the past two academic years. The 2023-24 school year has seen notable improvements in student performance, with strong results in early grade Math and positive trends across all projected STAAR domains. The significant gains in Domain 2A and Domain 3 highlight effective teaching strategies and support systems, with an overall academic achievement that is on an upward trajectory.

Fasken Elementary looks forward to adapting practices and implementing new strategies to achieve an "A" rating in the coming school year, building on the progress made and continuing to support all students in reaching their full potential.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score).

Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.

Problem Statement 2: Despite the overall increase in the projected STAAR scores, the lower Domain 2A score of 79 suggests that the lowest-performing students still require additional support to catch up with their peers.

Root Cause: Current intervention strategies may not be adequately addressing the needs of the lowest-performing students, indicating a need for more individualized or intensive support programs to boost their academic achievement.

Problem Statement 3: Although the projected STAAR Domain 3 score of 88 shows improvement in closing achievement gaps, there is still a need to ensure that all student groups are equally supported to maintain and further this progress.

Root Cause: There may be inconsistent implementation of support systems and teaching strategies across different student groups, leading to variability in the effectiveness of efforts to close achievement gaps.

Problem Statement 4: The overall STAAR Domain 1 score of 83, while solid, indicates room for improvement in ensuring comprehensive understanding and mastery of the curriculum across all subjects.

Root Cause: Potential gaps in curriculum alignment and instructional practices might be preventing students from achieving a deeper understanding of the material, suggesting a need for enhanced professional development and curriculum review.

School Processes & Programs

School Processes & Programs Summary

Fasken Elementary School Processes and Programs Summary Report

Performance Overview

Fasken Elementary has maintained a "B" performance rating for the past two years, with significant improvements in the 2023-24 school year, particularly in early grade Math and all STAAR domains. Gains in Domain 2A and Domain 3 highlight effective teaching strategies, with the goal of achieving an "A" rating next year.

Adaptation of the Master Schedule

In the 2023-24 master schedule was adjusted to provide more time for Professional Learning Communities (PLC) and teacher collaboration. Building upon this change, the campus aims to enhance student achievement by enabling educators to share best practices, align instructional strategies, and provide protected small group instruction.

Expansion of Multi-Classroom Leadership (MCL) Roles

As an "Opportunity Culture" campus, Fasken Elementary expanded its MCL roles from 2 to 4 leaders and introduced a Master Team Reach Teacher (MTRT) and a Team Reach Teacher (TRT). These roles support grades 3-6 reading, 3-6 math, K-2 reading, 4-6 science, and 5-6 math intervention, driving instructional success.

Enhancing Stakeholder Involvement through Parent Liaison

The Parent Liaison role continues to strengthen the partnership between school administration and parents, fostering open communication and active parental involvement. This role ensures that parent insights are integral to school decision-making, enhancing school policies and programs.

School Processes & Programs Strengths

Fasken Elementary School Processes and Programs Strengths

Fasken Elementary's commitment to excellence is demonstrated by maintaining a "B" performance rating for the past two years and achieving significant improvements in the 2023-24 school year, particularly in early grade Math and all STAAR domains. The school's effective teaching strategies have led to notable gains in Domain 2A and Domain 3, with a clear goal of attaining an "A" rating next year. The 2023-24 master schedule adaptation, emphasizing more time for Professional Learning Communities (PLC) and teacher collaboration, has created an environment for educators to share best practices, align instructional strategies, and provide protected small group instruction, all aimed at enhancing student achievement. As an "Opportunity Culture" campus, the expansion of Multi-Classroom Leadership (MCL) roles from 2 to 4 leaders, alongside the introduction of a Master Team Reach Teacher (MTRT) and a Team Reach Teacher (TRT), has bolstered support across multiple grades and subjects, driving instructional success. Additionally, the ongoing Parent Liaison role continues to foster strong partnerships between school administration and parents, ensuring open communication and active involvement in school decision-making processes, further enhancing school policies and programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects.

Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

Problem Statement 2 (Prioritized): Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes.

Root Cause: Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.

Problem Statement 3 (Prioritized): The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance.

Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.

Perceptions

Perceptions Summary

Fasken Elementary School Perception Data Report

Parent Perception

- **K-12 Insight Survey:**
 - **Approval Rate:** 91%
 - Parents have expressed a high level of satisfaction with the school's performance, with a 91% approval rate on the K-12 Insight survey. This reflects strong support and positive feedback from the parent community regarding the school's environment, teaching quality, and overall management.

Staff Perception

- **Campus Leadership Effectiveness Survey:**
 - **Approval Rate:** 95%
 - The staff at Fasken Elementary School have given a highly positive rating on the Campus Leadership Effectiveness Survey, with 95% approval. This indicates a strong belief in the effectiveness of the campus leadership, highlighting their capability in managing the school, supporting teachers, and fostering a collaborative and productive work environment.

Perceptions Strengths

Fasken Elementary School Perception Strengths

The perception data for the 2023-24 school year at Fasken Elementary School is overwhelmingly positive. With a 91% approval rate from parents and a 95% approval rate from staff, it is evident that both parents and staff hold the school and its leadership in high regard. This strong approval underscores the school's commitment to providing a supportive and effective learning environment for students and a conducive working atmosphere for staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes.

Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Problem Statement 2: Despite the high parent approval rate (91%) on the K-12 Insight survey, there are still concerns regarding specific areas such as communication, transparency in decision-making, and opportunities for parental involvement in school activities.

Root Cause: While overall satisfaction is high, there may be gaps in regular, detailed communication from the school administration to parents about ongoing initiatives, school policies, and opportunities for involvement, leading to a perception of insufficient transparency and engagement.

Priority Problem Statements

Problem Statement 1: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families.

Root Cause 1: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance.

Root Cause 2: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score).

Root Cause 3: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes.

Root Cause 4: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects.

Root Cause 5: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes.

Root Cause 6: Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.

Problem Statement 6 Areas: School Processes & Programs




Goals




Revised/Approved: September 30, 2024

Goal 1: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 63% by 2025.

Performance Objective 1: The percentage of Pre-Kindergarten students on track to develop understanding on a standards-based phonological awareness assessment will be 82% or above by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: The Campus Instructional Leadership Team (CILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Instructional Leadership Team (CILT) will poll teachers to identify professional development (PD) needs and provide targeted PD in areas of classroom management, high quality student engagement, critical thinking/ higher order thinking questions, and effective lesson frames.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. 2. Teachers will identify PD opportunities as highly relevant and impactful on the Fasken EOY Leadership Effectiveness survey.</p> <p>Staff Responsible for Monitoring: CILT Grade Level Lead</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

No Progress

Accomplished

Continue/Modify

Discontinue







Performance Objective 1 Problem Statements:




School Processes & Programs
<p>Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.</p> <p>Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.</p>
Perceptions
<p>Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.</p>





Goal 1: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 63% by 2025.

Performance Objective 2: The percentage of Kindergarten - Second Grade students who meet or exceed their individual growth goals in reading as measured by NWEA MAP will increase from 56% to 65% by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leadership Team (ILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Based on monthly student reading results, Kindergarten - Second Grade teachers will create a plan of action for students who are reading below of significantly below grade level. Strategy's Expected Result/Impact: 100% of students in kindergarten who lack foundational reading skills will be provided additional reading intervention. Staff Responsible for Monitoring: Grade Level Leads Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Applying a backwards design instructional model, first and second grade teachers will create six week formative assessments based on appropriate, aligned, and timely lesson targets. Kindergarten teachers will begin formative assessments in the second semester. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Using BOY performance goals as a baseline, students performance on district and campus assessments will increase on a six weeks basis to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue




Performance Objective 2 Problem Statements:











Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.
School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly. Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 1: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 63% by 2025.

Performance Objective 3: The percentage of Third Grade students who demonstrate grade level mastery by scoring at the meets grade level or above on a STAAR aligned district reading assessment will increase from 55% to 65% by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership Team (CILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Applying a backwards design instructional model, third grade teachers will create three week formative assessments based on appropriate, aligned, and timely lesson targets. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Using BOY performance goals as a baseline, students performance on district and campus assessments will increase on three week CFAs to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Based on three week assessment results, third grade teachers will provide intervention for students who perform below their BOY performance goal. Strategy's Expected Result/Impact: All students in grades 3rd Grade who perform under their BOY performance level on campus assessments will be with provided additional standard-based, small group instruction. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:







Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.











School Processes & Programs
<p>Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.</p> <p>Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.</p>
Perceptions
<p>Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.</p>

Goal 2: The percentage of 4th-6th students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

Campus: The percentage of 4th-6th students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 63% to 68% by 2025.

Performance Objective 1: The percentage of 4th-6th grade students who meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment will increase from scaled score of 78% to 85% by the end of school year 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Leadership Team (ILT) will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: Applying a backwards design instructional model, teachers will create three week formative assessments based on appropriate, aligned, and timely lesson objectives. These formative assessments will be used to drive instructional planning and guide PLC work.</p> <p>Strategy's Expected Result/Impact: 1. Using 2022-23 STAAR results as a baseline, students performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support.</p> <p>Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Lead</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Beginning in September, students in grades four through six will be assessed on a three week basis. Data generated through these formative assessments will analyzed by student performance groups and used to drive instructional decisions. Strategy's Expected Result/Impact: 1. Using 2023-24 STAAR results as a baseline, students performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Reading Grade Level Leads Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Based on three week assessment results, teachers will provide targeted small group intervention for students who perform below their 2023-2024 STAAR performance level. Strategy's Expected Result/Impact: All students in grades four through six who perform under their 2023-24 STAAR performance level on campus assessments will be with provided additional standard-based instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.

School Processes & Programs

Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. **Root Cause:** Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. **Root Cause:** Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.




Perceptions




Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. **Root Cause:** High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.





Goal 3: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 67% to 72% by 2025.

Performance Objective 1: The percentage of Pre-Kindergarten students on track to develop understanding on a math standards-based math assessment will be 92% or above by the end of May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership Team (CILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Campus Instructional Leadership Team (CILT) will poll teachers to identify professional development (PD) needs and provide targeted PD in areas of classroom management, high quality student engagement, critical thinking/ higher order thinking questions, and effective lesson frames. Strategy's Expected Result/Impact: 1. Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. 2. Teachers will identify PD opportunities as highly relevant and impactful on the Fasken EOY Leadership Effectiveness survey. Staff Responsible for Monitoring: CILT Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 1 Problem Statements:











School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 3: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 67% to 72% by 2025.

Performance Objective 2: The percentage of Kindergarten - Second Grade students who meet or exceed their individual growth goals in math as measured by NWEA MAP will increase from 75% to 80% by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership Team (CILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on math assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Based on monthly student reading results, Kindergarten - Second Grade Teachers will create a plan of action for students who are performing below grade level. Strategy's Expected Result/Impact: 100% of students in kindergarten who lack foundational reading skills will be provided additional math intervention. Staff Responsible for Monitoring: Grade Level Leads Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Applying a backwards design instructional model, first and second grade teachers will create six week formative assessments based on appropriate, aligned, and timely lesson targets. Kindergarten teachers will begin formative assessments in the second semester. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Using BOY performance goals as a baseline, students performance on district and campus assessments will increase on a six weeks basis to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Based on six week assessment results, first - second grade teachers will provide targeted small group intervention for students who perform below their 2024 BOY performance goal. Kindergarten teachers will begin formative assessments in the second six weeks. Strategy's Expected Result/Impact: All students who perform under their performance goal on campus assessments will be with provided additional standard-based instruction. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 2 Problem Statements:











School Processes & Programs
<p>Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.</p> <p>Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.</p>
Perceptions
<p>Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.</p>

Goal 3: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 67% to 72% by 2025.

Performance Objective 3: The percentage of third grade students who demonstrate grade level mastery by scoring at the meets grade level performance or above on a STAAR aligned district math assessment will increase from 62% to 65% by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership Team (CILT) will support quality tier 1 instruction by assisting teachers in identifying/unpacking essential standards, drafting effective lesson frames, drafting critical thinking questions, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
Strategy 2: Applying a backwards design instructional model, third grade teachers will create three week formative assessments based on appropriate, aligned, and timely lesson targets. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Using BOY performance goals as a baseline, students performance on district and campus assessments will increase on three week CFAs to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Based on three week assessment results, third grade teachers will provide targeted small group intervention for students who perform below their BOY performance goal. Strategy's Expected Result/Impact: All students in grade three who perform under their BOY performance goal level on campus assessments will be with provided additional standard-based instruction. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:







School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.











School Processes & Programs
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 4: The percentage of 4th-6th students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

Campus: The percentage of 4th-6th students who meet or exceed their Math STAAR Annual Growth will increase from 69% to 74% by 2025.

Performance Objective 1: The percentage of 4th-6th grade students who meet or exceed their Math STAAR Progress Measure on a STAAR aligned district formative assessment will increase from a scaled score of 80% to 85% by the end of school year 2025.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leadership Team (ILT) will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, student performance on math assessments will increase monthly. Staff Responsible for Monitoring: Campus MCL - Math Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Applying a backwards design instructional model, teachers will create three week formative assessments based on appropriate, aligned, and timely lesson objectives. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Using 2023-24 STAAR results as a baseline, students performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Beginning in September, students in grades four through six will be assessed on a three week basis. Data generated through these formative assessments will analyzed by student performance groups and used to drive instructional decisions. Strategy's Expected Result/Impact: 1. Using 2023-24 STAAR results as a baseline, students performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Campus MCL - Math Grade Level Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Based on three week assessment results, teachers will provide targeted small group intervention for students who perform below their 2023-2024 STAAR performance level. Strategy's Expected Result/Impact: All students in grades four through six who perform under their 2023-24 STAAR performance level on campus assessments will be with provided additional standard-based instruction. Staff Responsible for Monitoring: Campus MCL - Math Grade 4-6 Reading Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:











School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

School Processes & Programs
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 5: The percentage of 5th grade students that achieve at the meets or masters performance levels in Science will improve from 50% to 65% as measured by the STAAR Science assessment by the end of the 2025 school year.

Performance Objective 1: The percentage of 5th grade students that achieve at the meets or masters performance levels in Science will improve from 50% to 65% as measured by the STAAR Science assessment by the end of the 2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leadership Team (ILT) will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on science assessments will increase monthly. Staff Responsible for Monitoring: Science MTRT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Applying a backwards design instructional model, teachers will create three week formative assessments based on appropriate, aligned, and timely lesson objectives. These formative assessments will be used to drive instructional planning and guide PLC work. Strategy's Expected Result/Impact: 1. Students performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Science MTRT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Beginning in September, students in grade five will be assessed on a three week basis. Data generated through these formative assessments will analyzed by student performance groups and used to drive instructional decisions. Strategy's Expected Result/Impact: 1. Student performance on district and campus assessments will increase every three weeks to meet our yearly goal. 2. Students scoring below their established baseline will be provided with additional instructional support. Staff Responsible for Monitoring: Science MTRT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
Strategy 4 Details		Reviews			
Strategy 4: Based on three week assessment results, teachers will provide targeted small group intervention for students who perform below their performance level goal. Strategy's Expected Result/Impact: All students in grade five who perform under their performance level goal on campus assessments will be with provided additional standard-based instruction. Staff Responsible for Monitoring: Science MTRT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.




Perceptions





Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. **Root Cause:** High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 6: We will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Strategy 1 Details		Reviews			
Strategy 1: The PLC implementation rubric will reflect 100% of teams at Fasken Elementary will achieve or maintain "3-refinement" or "4-internalized" or teams not already at a 3 or 4 will show at least one level of growth on other elements by the end of the 2022-23 school year. Strategy's Expected Result/Impact: Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
Strategy 2 Details		Reviews			
Strategy 2: Campus Instructional Leadership Team (CILT) will poll teachers to identify professional development (PD) needs and provide targeted PD in areas of classroom management, high quality student engagement, critical thinking/ higher order thinking questions, and effective lesson frames. Strategy's Expected Result/Impact: 1. Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. 2. Teachers will identify PD opportunities as highly relevant and impactful on the Fasken EOY Leadership Effectiveness survey. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Instructional Leadership Team (CILT) will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	







 No Progress
  Accomplished
  Continue/Modify
  Discontinue




Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.
School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly. Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 6: We will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: Cultivate nurturing and supportive environments for student well-being, providing comprehensive support systems and effective discipline strategies to promote a positive student experience for every child.

Strategy 1 Details	Reviews			
<p>Strategy 1: "The Fasken Way" will assist in assessing, strengthening, and adapting campus systems including those of safety, and health/well-being, violence prevention and discipline to provide for both a positive campus climate and a strong instructional culture as demonstrated by at least an 85% positive rating across all leadership effectiveness and 90% positive ratings across K12 stakeholder surveys.</p> <p>Strategy's Expected Result/Impact: 1. Increase on student time on task. 2. Provide as safe and rich learning environment.</p> <p>Staff Responsible for Monitoring: ILT Grade Level Team Leads</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Leadership Team (CILT) will poll teachers to identify professional development (PD) needs and provide targeted PD in areas of classroom management, high quality student engagement, critical thinking/higher order thinking questions, and effective lesson frames.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. 2. Teachers will identify PD opportunities as highly relevant and impactful on the Fasken EOY Leadership Effectiveness survey.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: We will provide monthly opportunities to garner parent input on campus instructional and operational decisions. Strategy's Expected Result/Impact: 1. Greater parent involvement in the campus decision making process will lead to higher student achievement. 2. Greater parent involvement in the campus decision making process will lead to higher attendance rates. Staff Responsible for Monitoring: Secretary Family Liaison Counselors Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 2 Problem Statements:




Demographics
Problem Statement 2: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families. Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.
Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.
School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.
Problem Statement 2: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes. Root Cause: Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.





School Processes & Programs
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 6: We will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Increase Attendance percentage from 93% to 95%.

Strategy 1 Details	Reviews			
Strategy 1: Beginning August 2024, campus will celebrate student attendance rates at the weekly, three weeks, and six week marks. Strategy's Expected Result/Impact: Incentivize student achievement in efforts to raise student attendance rate. Staff Responsible for Monitoring: Secretary Family Liaison Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: We will provide monthly opportunities to garner parent input on campus instructional and operational decisions. Strategy's Expected Result/Impact: 1. Greater parent involvement in the campus decision making process will lead to higher student achievement. 2. Greater parent involvement in the campus decision making process will lead to higher attendance rates. Staff Responsible for Monitoring: Family Liaison ILT Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: "The Fasken Way" will assist in assessing, strengthening, and adapting campus systems including those of safety, and health/well-being, violence prevention and discipline to provide for both a positive campus climate and a strong instructional culture as demonstrated by at least an 85% positive rating across all leadership effectiveness and 90% positive ratings across K12 stakeholder surveys. Strategy's Expected Result/Impact: 1. Increase on student time on task. 2. Provide as safe and rich learning environment. Staff Responsible for Monitoring: ILT Grade Level Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 3 Problem Statements:











Demographics
Problem Statement 2: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families. Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.
Student Learning
Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). Root Cause: Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.
School Processes & Programs
Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. Root Cause: Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.
Problem Statement 2: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes. Root Cause: Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.

School Processes & Programs
Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 7: We will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leadership Team (ILT) will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students. Strategy's Expected Result/Impact: Beginning in October, students performance on reading assessments will increase monthly. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: "The Fasken Way" will assist in assessing, strengthening, and adapting campus systems including those of safety, and health/well-being, violence prevention and discipline to provide for both a positive campus climate and a strong instructional culture as demonstrated by at least an 85% positive rating across all leadership effectiveness and 90% positive ratings across K12 stakeholder surveys. Strategy's Expected Result/Impact: 1. Increase on student time on task. 2. Provide as safe and rich learning environment. Staff Responsible for Monitoring: ILT Grade Level Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: The PLC implementation rubric will reflect 100% of teams at Fasken Elementary will achieve or maintain "3-refinement" or "4-internalized" or teams not already at a 3 or 4 will show at least one level of growth on other elements by the end of the 2022-23 school year. Strategy's Expected Result/Impact: Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Campus Instructional Leadership Team (CILT) will poll teachers to identify professional development (PD) needs and provide targeted PD in areas of classroom management, high quality student engagement, critical thinking/higher order thinking questions, and effective lesson frames. Strategy's Expected Result/Impact: 1. Teachers will be better equipped to provide aligned lessons that incorporate high levels of engagement and thinking. 2. Teachers will identify PD opportunities as highly relevant and impactful on the Fasken EOY Leadership Effectiveness survey. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families. Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.

Student Learning

Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). **Root Cause:** Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.

School Processes & Programs

Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. **Root Cause:** Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

Problem Statement 2: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes. **Root Cause:** Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.







Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. **Root Cause:** Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.




Perceptions





Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. **Root Cause:** High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 8: We will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Increase family involvement in school activities and decision-making, empowering all parents to play an active role in holding students accountable and nurturing their educational journey.

Strategy 1 Details	Reviews			
Strategy 1: Fasken will provide monthly opportunities to garner parent input on campus instructional and operation decisions. Strategy's Expected Result/Impact: 1. Greater parent involvement in the campus decision making process will lead to higher student achievement. 2. Greater parent involvement in the campus decision making process will lead to higher attendance rates. Staff Responsible for Monitoring: Family Liaison ILT Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Beginning August 2023, campus will celebrate student attendance rates at the weekly, three weeks, and six week marks. Strategy's Expected Result/Impact: Incentivize student achievement in efforts to raise student attendance rate. Staff Responsible for Monitoring: Secretary Family Liaison Counselors Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: "The Fasken Way" will assist in assessing, strengthening, and adapting campus systems including those of safety, and health/well-being, violence prevention and discipline to provide for both a positive campus climate and a strong instructional culture as demonstrated by at least an 85% positive rating across all leadership effectiveness and 90% positive ratings across K12 stakeholder surveys. Strategy's Expected Result/Impact: 1. Increase on student time on task. 2. Provide as safe and rich learning environment. Staff Responsible for Monitoring: ILT Grade Level Team Leads Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2, 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	







 No Progress
 Accomplished
 Continue/Modify
 Discontinue











Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families. Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.
School Processes & Programs
Problem Statement 2: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes. Root Cause: Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement. Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. Root Cause: Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.
Perceptions
Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. Root Cause: High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Goal 9: We will use school resources to relentlessly pursue high quality instruction and growth in student achievement.

Performance Objective 1: We will use 100% of school resources to relentlessly pursue high quality instruction and growth in student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Using Title I resources, the campus will fund a part-time bilingual reading interventionist, a literacy liaison teacher assistant, and a general teacher assistant. Strategy's Expected Result/Impact: Through the use of the positions, the campus will support students and teachers in relentlessly pursuing high quality instruction and growth in student achievement in math, reading, and science. Staff Responsible for Monitoring: Principal Campus Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1 Funding Sources: Fund part-time bilingual reading interventionist, a literacy liaison teacher assistant, and a general teacher assistant - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Using Title I resources, the campus will engage in Lead Your School professional learning. Strategy's Expected Result/Impact: ILT will support quality tier 1 instruction through identifying/unpacking essential standards, drafting effective lesson frames, and providing engagement opportunities for all students. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1 Funding Sources: Lead Your School professional learning - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Using Title I resources, the campus will engage parent's in the learning process by providing take-home instructional support materials for students prior to STAAR and summer break. Strategy's Expected Result/Impact: Parents will have access the instructional materials needed to engage and support campus learning at home. Staff Responsible for Monitoring: ILT Campus Secretary Title I: 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 2 Funding Sources: Parents - Take Home Instructional Materials - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Using Title 1 funds, the campus will provide additional instructional resources to relentlessly pursue high quality instruction and growth in student achievement. Strategy's Expected Result/Impact: Teachers and students will have necessary resources to move the instructional needle in math, reading, and science. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 Funding Sources: Additional resources for math. reading, or science including Flocabulary subscription, bulk paper and ink, and other resources. - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The communication strategies regarding the importance of regular attendance and the details of the incentive programs may not be effectively reaching or resonating with students and their families. Root Cause: Ineffective communication channels or methods may be preventing important information about attendance policies and incentives from being fully understood or valued by students and parents, leading to lower engagement and participation.

Student Learning

Problem Statement 1: Despite the strong performance in Math (75% MAP Growth Performance Score), early grade students at Fasken Elementary show lower proficiency in Reading (58% MAP Growth Performance Score). **Root Cause:** Insufficient targeted interventions and support strategies for literacy, coupled with potentially less emphasis on reading skills development compared to math skills.

School Processes & Programs

Problem Statement 1: The adaptation of the 2023-24 master schedule to provide more time for Professional Learning Communities (PLC) and teacher collaboration has not fully translated into uniform student achievement gains across all subjects. **Root Cause:** Inconsistent implementation of PLC practices and varying levels of engagement and collaboration among teachers may be hindering the effectiveness of these strategies in enhancing student performance uniformly.

Problem Statement 2: Despite the ongoing efforts of the Parent Liaison to enhance stakeholder involvement, there is still a gap in active parental engagement in the decision-making processes. **Root Cause:** Limited opportunities and channels for parents to engage deeply in the campus decision-making process, possibly due to time constraints or lack of awareness, may be contributing to this gap in active parental involvement.

Problem Statement 3: The school's goal of achieving an "A" rating is challenged by the need for more targeted interventions and support for students who are not meeting academic expectations, despite overall gains in performance. **Root Cause:** Current support and intervention programs may not be adequately addressing the specific needs of underperforming students, indicating a need for more individualized and intensive support mechanisms to ensure all students can reach their full academic potential.

Perceptions

Problem Statement 1: The strong approval rating from staff (95%) may mask potential issues related to collaboration and teamwork among faculty, which could impact the implementation of effective instructional strategies and student outcomes. **Root Cause:** High-level approval ratings may not fully capture the nuances of faculty relationships and the effectiveness of collaborative practices, suggesting a need for more in-depth evaluation and support to ensure that teamwork and collaboration are as effective as possible in enhancing teaching and learning.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1	Fund part-time bilingual reading interventionist, a literacy liaison teacher assistant, and a general teacher assistant		\$0.00
9	1	2	Lead Your School professional learning		\$0.00
9	1	3	Parents - Take Home Instructional Materials		\$0.00
9	1	4	Additional resources for math, reading, or science including Flocabulary subscription, bulk paper and ink, and other resources.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$123,940.00
+/- Difference					\$123,940.00
Grand Total Budgeted					\$123,940.00
Grand Total Spent					\$0.00
+/- Difference					\$123,940.00