

Waxahachie Independent School District
Felty Elementary
2024-2025 Campus Improvement Plan

Mission Statement

Felty Elementary Mission Statement:

We will foster a love of learning and will empower students to become leaders.

Vision

Our vision is to be a district where innovation thrives and growth is limitless

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary – Our Campus Story

Margret L. Felty serves students in grades K-5. Our total student body is made up of 528 students in Waxahachie Texas. Our campus is 16 years old and located in the heart of a growing city. Our stakeholders include students, parents, faculty, administrators, and support staff. On our CEIC team we have purposely included parents, faculty from each grade level and administrators to help follow through on our campus improvement plans. We have special programs that include special education, life skills, SLE, UIL, clubs and GT to meet the needs of our special populations. We have a strong belief that all students can learn and grow at their own rate.

At Felty we had a total of 54 students with 84 referrals and 21 suspensions, and 0 students, 2 students (DAEP) expelled for the 2023-24 school year. These discipline referrals were found in grades 1-5 with 38 being boys, and 16 being girls. Discipline issues can cause disruptions to the normal flow of classrooms and affect more than one student's learning.

For the 2023-24 school year, Felty had a 15.336% mobility rate. This rate is higher than last year, and suggests that students are moving out of our zone more often. These students are moving into or away from the Felty from other cities within the state, others schools within the district, or the public charter schools in our area. Our student to teacher rate is 18.75, and our student to support staff ratio is 1:9.

Felty ended the 23-24 school year with a 96.1% rate of attendance. Attendance rates have risen since the last 3-5 years. Our campus ended the year with the highest rate of attendance in the district. We have a school-wide incentive of drawing names of students who have been in attendance for the week in order to win a prize, and a grand prize at the end of the semester. We also have a classroom “perfect attendance” reward chart. Once filled, students get to pick a classwide prize. Teachers have been calling parents of students who have been absent, and working on the incentives to help students come to school. During the 3rd six weeks, our attendance was at our lowest. During the 6th six weeks, our attendance was at the highest.

We serve a student population made up of 21.21% African American, .38% Asian, 23.48% Hispanic, 48.67% White, 0% American Indian-

Alaskan Native, 6.25% are 2 or more races. We have an almost even number of boys to girls in our student body. 49.81% being male, and 50.19% being female. We have seen an increase in the number of African American students, Hispanics, and our White, Asian, Pacific Islander and Native American student population has decreased. In Felty's student body there is a 35.80% rate of economically disadvantaged students, 3.79% are Emergent Bilingual, 12.12% are military connected, and 8.71% are dyslexic. In order to accommodate the increasing number of at-risk students we need to increase our staff in order to serve them according to their legal requirements.

At Felty, 71% of our staff holds a traditional certification, and 32.3% underwent an alternative certification. Our staff is well experienced with 27.8% having more than 20 years of experience, 16.7% having 16-20 years, 19.4% having 11-15 years, 13.9% having 6-10 years, 8.3% having 3-5 years, 8.3% having 1-2 years and 5.6% having one year of experience. 88.9% of our staff is white, 2.8% are African American, 0% are American Indian or Alaskan Native, and 13.9% are hispanic. Because of our staff's level of experience and increasing racial diversity from previous years, our students can benefit by having well rounded teachers. Our staff also participates in a variety of leadership opportunities such as weekly PLC meetings, one team lead per grade level, supervision of SLPA, special education PD, and CEIC leaders. Our community consists mostly of single family homes and apartment complexes. The zone that feeds into Felty is largely residential with many developed neighborhoods. Our community has many families with school aged children and also older, retired adults. The primary language of students at Felty and their families is English. Though there are some EL's, we do have a growing EL population and our student body is gaining diversity. We also believe that this area of town has a low crime rate and is a safe place for families to raise their children. Emergency services are readily available in the Felty area and we have the sports complex within walking distance with outdoor play options for locals. Major employers in the area include Waxahachie ISD and several Baylor Scott and White locations, with several guardians who commute to Dallas/FW for work, or work from home. Guardians have a wide variety of jobs that require different levels of education and create various levels of income for our Felty families.

Demographics Strengths

Felty Elementary student body is increasing in diversity with a rise in African American and Hispanic student population.

Felty ended the 23-24 school year with a 96.1% rate of attendance. Attendance rates have risen over the last 3 years. Our campus ended the year with the highest rate of attendance in the district.

We have special programs that include special education, life skills, SLE, UIL, clubs and GT to meet the needs of our special populations. We have a strong belief that all students can learn and grow at their own rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At risk numbers are increasing. **Root Cause:** Change in student population with growth and new students moving into the school zone.

Problem Statement 2 (Prioritized): Attendance rate is below 97-98% **Root Cause:** Increase in student absences not related to illness

Problem Statement 3: Increase in teacher to student ratio in classes. **Root Cause:** Population growth within the attendance zone.

Student Learning

Student Learning Summary

For the 2023-2024 school year, Felty received an accountability rating of a B. Felty completed the MAP test in the Fall, Winter and Spring. We, as a campus, monitored our campus' student growth and achievement. Individual student needs are identified through PLC collaboration time, and small group instruction. Student specific services and interventions are determined, implemented, monitored, adjusted, and evaluated through team MTSS meetings. Meetings are scheduled every month. Students on a tier are given a SMART goal that is tracked for a minimum of eight weeks. Special education students are supported through resource and inclusion support. Based off of Map data, we showed a greater strength in our Map Achievement scores. We are still showing growth in meeting the needs of our higher students (Gifted and Talented cluster) and helping them reach their growth goals. Preliminary STAAR scores for spring 2024 are available to the district and administration in May of 2024.

MAP Math Data:

Math	Growth	Achievement	Number of Students
KG	46	71	56
1st	47	52	74
2nd	37	55	88
3rd	66	66	89
4th	43	70	92
5th	31	53	103
All Grades	46	63	502

MAP Reading Data:

Reading	Growth	Achievement	Number of Students
KG	35	63	56

Reading	Growth	Achievement	Number of Students
1st	47	46	74
2nd	70	66	88
3rd	48	55	89
4th	53	65	92
5th	43	61	104
All Grades	48	60	503

Student Learning Strengths

Students showed growth in math and reading. End of year MAP showed 2nd grade observed student growth in reading had the highest growth percentage of 70. In math, 3rd grade had a 66% growth goal met in the Spring of 2024. In math, both Kindergarten and 4th grade had an achievement percent of 70% and higher. After implementing Benchmark, students in the primary grades are showing great growth in their reading foundational skills and phonics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. **Root Cause:** Gaps in foundational concepts. Lack of consistent resource and implementation.

Problem Statement 2 (Prioritized): Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. **Root Cause:** Lack of ELAR resources to reach targeted needs of individual students

Problem Statement 3 (Prioritized): The GT students did not meet their growth goals in both math and reading. **Root Cause:** Resources did not provide engaging opportunities to differentiate the instruction and challenge students.

School Processes & Programs

School Processes & Programs Summary

Felty Elementary strives to be a campus where “growth is limitless” for all students. Through the processes and programs offered on campus, students are supported in various ways. Within our schedule, teachers are given weekly time for PLC to discuss weaknesses of students and how to implement intervention. The MTSS process was further developed this year. Meetings were on the school calendar throughout the year, and teachers created targeted smart goals for students and tracked data on student progress and growth. Parents are included in the MTSS meetings to discuss and decide as a committee if an evaluation is needed. Once identified, special services are provided on campus by specialized staff to promote student growth in all areas.

High quality teachers are placed in classrooms based on student needs and teacher strength. Students receiving GT, special education, dyslexia, and ESL services are placed in classrooms with certified and trained teachers. Teachers and students also receive support from dyslexia therapists, GT coordinators, and special education teachers. The CIEC committee is made up of teachers, administrators, community members, and staff members who meet quarterly. The committee meets and discusses the plan that tracks progress of the students by looking at data from several different resources that include MAP, DRA, STAAR data, benchmark tests, district quick check and a few more.

Felty has several programs that started operating this year outside of school day. Examples of these programs include Felty Friends, Flag Crew, Safety Patrol, Ladies First, Lego Club, Running Club, UIL, Theatre, Felty Footprints, etc. All of the programs focus on providing a safe environment for students and set high expectations for each student. All students within Felty are given the opportunity to be a part of the clubs despite learning differences and are open to anyone in the school.

Felty also provides a wide range of information with a focus on college and careers. Each week a different college or career is highlighted on announcements and the teachers have had a spreadsheet with additional videos and facts for each college to discuss in their classroom. Then, each day of that week something specific is mentioned about the college of the week. Felty also has Wednesday as college awareness day. At the end of the year, we have a college and career day which features a wide variety of members of the community to come and speak to the students about their certain careers. The school follows the district counseling scope and sequence for classroom guidance, college and career awareness, and College and Career Day. Felty also recognizes the Military during the month of November with a Veteran’s Day program that highlights each branch of the military.

Felty and Waxahachie ISD makes sure that the campus has the materials needed in order to teach students to the highest capability. This year the district moved all curriculum to the HQIM- making sure that teachers has the highest materials for their staff to use. The district also made sure that all lesson plans were the same so that all schools would be teaching the same curriculum by having district wide lesson plans written by the TLI team. Felty ensures that each class has a “protected time” which is a protected instructional time where no students can be pulled for other classes. Class teachers also had a protected time once a week that was

used for PLC and included time to internalize lessons and analyze data.

Per district procedures, Felty maintains data on bullying and threat assessments and reports this data directly to the district link sent out by the Director of Counseling for state submission.

School Processes & Programs Strengths

Weekly dedicated PLC meetings

Consistent MTSS schedule throughout the year

Implementation of student clubs and activities for all students.

Established committees to meet campus needs throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of streamlined processes for clubs and afterschool programs for students. **Root Cause:** Infancy of reimplementation. Many opportunities without oversight on management and scheduling.

Problem Statement 2 (Prioritized): Increase of special services and interventions needed by students on campus has caused a strain on existing staff servicing students. **Root Cause:** Increase of students needing special services and tutoring time and opportunities needed to close gaps.

Problem Statement 3 (Prioritized): Inconsistent Implementation of Intervention Strategies **Root Cause:** Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.

Problem Statement 4 (Prioritized): Inadequate Data Utilization for Personalized Student Growth **Root Cause:** Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.

Perceptions

Perceptions Summary

All stakeholders understand our vision and core values. We are a District where innovation thrives and growth is limitless. We will foster a love of learning and empower students to become leaders. We teach students to value choices because they make us unique and are critical to learning. We teach students to become leaders. We teach students to value choices because they make us unique and are critical to learning. We teach students to value a collaborative culture that honors and supports all who positively impact the lives of our students. We teach students to value an environment of belonging that respects individual differences and ensures equality for all. We teach students to value relationships that broaden learning experiences and enrich our community.

Overall, the culture and climate of our school are positive. The parents feel welcomed and like to help as much as possible. Staff members feel supported by one another and by administrators.

We are in a growing community that has a large number of families and community members that want to partner with the schools. We have an Adopt a Classroom program for 3rd grade, Felty Friends Buddy Program, D.E.A.R. Day, Safety Patrol, F.L.A.G. crew, Grandfriends Week. Career day has had many community members who have come and presented to the school.

Perceptions Strengths

Perceptions Strengths

We have a high standard for academic success

We understand the balance between academics and extracurricular activities such as UIL and after school clubs.

Many community partnerships such as Waxahachie High School CTE Cohorts

We work to build relationships with community members and parents (Dads at the Door, mentors, classroom volunteers, etc)

We have administrative support for discipline

Staff retention is high

We feel that our campus is safe
Our grade level collaboration (PLC/Internalization) is effective

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A recent decline in PTO involvement. **Root Cause:** Changes in parents and work schedules. Need more effective communication with parents for volunteer opportunities.

Problem Statement 2 (Prioritized): Recurrent discipline issues with highly unstructured times. **Root Cause:** Expectations are not been implemented consistently across all settings

Problem Statement 3 (Prioritized): Lack of consistent PBIS implementation and effectiveness. **Root Cause:** Infancy of program. Lack of consistency across grade levels and settings.

Priority Problem Statements

Problem Statement 1: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus.

Root Cause 1: Lack of ELAR resources to reach targeted needs of individual students

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At risk numbers are increasing.

Root Cause 2: Change in student population with growth and new students moving into the school zone.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year.

Root Cause 3: Gaps in foundational concepts. Lack of consistent resource and implementation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance rate is below 97-98%

Root Cause 4: Increase in student absences not related to illness

Problem Statement 4 Areas: Demographics

Problem Statement 5: A recent decline in PTO involvement.

Root Cause 5: Changes in parents and work schedules. Need more effective communication with parents for volunteer opportunities.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of streamlined processes for clubs and afterschool programs for students.

Root Cause 6: Infancy of reimplementation. Many opportunities without oversight on management and scheduling.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of consistent PBIS implementation and effectiveness.

Root Cause 7: Infancy of program. Lack of consistency across grade levels and settings.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Recurrent discipline issues with highly unstructured times.

Root Cause 8: Expectations are not been implemented consistently across all settings

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Increase of special services and interventions needed by students on campus has caused a strain on existing staff servicing students.

Root Cause 9: Increase of students needing special services and tutoring time and opportunities needed to close gaps.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The GT students did not meet their growth goals in both math and reading.

Root Cause 10: Resources did not provide engaging opportunities to differentiate the instruction and challenge students.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Inconsistent Implementation of Intervention Strategies

Root Cause 11: Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Inadequate Data Utilization for Personalized Student Growth

Root Cause 12: Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.

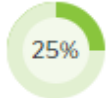



Problem Statement 12 Areas: School Processes & Programs

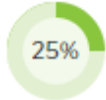




Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct common formative assessments for all essential standards in reading and math and interim assessments in grades 3-5 that align to the rigor of TEKS mastery as evidenced by campus data tracking as well as PLC collaborative meetings.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Content teachers Campus Administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will demonstrate consistent instructional routines and adherence to the campus's master schedule as evidenced by T-TESS walkthrough data and "look-fors" walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLC collaboration meetings.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				


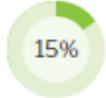




Strategy 4 Details	Reviews			
<p>Strategy 4: Launch Mentors will support new teachers to develop effective classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance</p> <p>Staff Responsible for Monitoring: Campus administration Director of Federal Programs & Grants</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Stipend - Title II (255) - \$1,100</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At risk numbers are increasing. Root Cause: Change in student population with growth and new students moving into the school zone.</p>
Student Learning
<p>Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.</p>
<p>Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students</p>
School Processes & Programs
<p>Problem Statement 2: Increase of special services and interventions needed by students on campus has caused a strain on existing staff servicing students. Root Cause: Increase of students needing special services and tutoring time and opportunities needed to close gaps.</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Sustain a campus wide PBIS system. Strategy's Expected Result/Impact: Increase in positive student behavior and decrease in discipline numbers. Staff Responsible for Monitoring: Teachers Counselor Campus Administration</p> <p>Problem Statements: Demographics 1 - Perceptions 2, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus daily attendance rate to over 97%. Strategy's Expected Result/Impact: Increase academic performance. Staff Responsible for Monitoring: PEIMS Teachers Campus Administration</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: At risk numbers are increasing. Root Cause: Change in student population with growth and new students moving into the school zone.</p>
<p>Problem Statement 2: Attendance rate is below 97-98% Root Cause: Increase in student absences not related to illness</p>
School Processes & Programs
<p>Problem Statement 1: Lack of streamlined processes for clubs and afterschool programs for students. Root Cause: Infancy of reimplementation. Many opportunities without oversight on management and scheduling.</p>






Perceptions

Problem Statement 2: Recurrent discipline issues with highly unstructured times. **Root Cause:** Expectations are not been implemented consistently across all settings

Problem Statement 3: Lack of consistent PBIS implementation and effectiveness. **Root Cause:** Infancy of program. Lack of consistency across grade levels and settings.

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A focus through extracurricular activities on college and careers which includes an increase in extracurricular opportunities for students.</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: At risk numbers are increasing. Root Cause: Change in student population with growth and new students moving into the school zone.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of streamlined processes for clubs and afterschool programs for students. Root Cause: Infancy of reimplementation. Many opportunities without oversight on management and scheduling.</p>

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase percentage of students in grades 2-5 involved in UIL academic events. Strategy's Expected Result/Impact: Increase in student engagement Increase in student academic performance Staff Responsible for Monitoring: UIL coaches and sponsors. Campus administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase options for extracurricular opportunities on campus for students outside of the classroom/school day. Strategy's Expected Result/Impact: Increased student engagement. Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: At risk numbers are increasing. Root Cause: Change in student population with growth and new students moving into the school zone.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of streamlined processes for clubs and afterschool programs for students. Root Cause: Infancy of reimplementation. Many opportunities without oversight on management and scheduling.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff support and engagement through honoring staff and acknowledging their time, effort, and commitment through notes, treats, and campus recognitions.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction and retention.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 2, 3, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly teacher and support staff recognition by campus administration.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction and retention</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Increase of special services and interventions needed by students on campus has caused a strain on existing staff servicing students. Root Cause: Increase of students needing special services and tutoring time and opportunities needed to close gaps.</p> <p>Problem Statement 3: Inconsistent Implementation of Intervention Strategies Root Cause: Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.</p> <p>Problem Statement 4: Inadequate Data Utilization for Personalized Student Growth Root Cause: Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.</p>





Perceptions

Problem Statement 1: A recent decline in PTO involvement. **Root Cause:** Changes in parents and work schedules. Need more effective communication with parents for volunteer opportunities.

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: The Social and Sunshine Committees will plan monthly staff luncheons and staff get together.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction and retention.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff surveys throughout the year for feedback on process, programs, ideas.</p> <p>Strategy's Expected Result/Impact: Increase collaboration between staff and administration Increase staff engagement and satisfaction</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Increase of special services and interventions needed by students on campus has caused a strain on existing staff servicing students. Root Cause: Increase of students needing special services and tutoring time and opportunities needed to close gaps.</p> <p>Problem Statement 3: Inconsistent Implementation of Intervention Strategies Root Cause: Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.</p> <p>Problem Statement 4: Inadequate Data Utilization for Personalized Student Growth Root Cause: Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will participate in weekly PLC collaborative meetings</p> <p>Strategy's Expected Result/Impact: Increase team collaboration Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.</p>
<p>Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students</p>
<p>Problem Statement 3: The GT students did not meet their growth goals in both math and reading. Root Cause: Resources did not provide engaging opportunities to differentiate the instruction and challenge students.</p>
School Processes & Programs
<p>Problem Statement 3: Inconsistent Implementation of Intervention Strategies Root Cause: Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.</p>
<p>Problem Statement 4: Inadequate Data Utilization for Personalized Student Growth Root Cause: Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.</p>

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will receiving training and coaching throughout the school year. Strategy's Expected Result/Impact: Staff growth and development Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend trainings on meaningful and effective strategies throughout the year by attending peer led trainings, curriculum training opportunities, iNation, and out of district conferences. Strategy's Expected Result/Impact: Staff professional growth and development. Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.</p>
<p>Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students</p>
School Processes & Programs
<p>Problem Statement 3: Inconsistent Implementation of Intervention Strategies Root Cause: Variability in teacher training and understanding of the MTSS process. Lack of a standardized system for tracking and sharing intervention strategies and outcomes across the campus. Insufficient monitoring and feedback mechanisms to ensure fidelity of intervention implementation.</p>





School Processes & Programs

Problem Statement 4: Inadequate Data Utilization for Personalized Student Growth **Root Cause:** Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Family engagement nights throughout the school year such as Fall Festival, Festival of Lights, and other school family engagement nights with a focus on academics and community.</p> <p>Strategy's Expected Result/Impact: Increase family and community engagement</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Involvement for parents as volunteers on campus such as Dads at the Door and Lunch Heroes</p> <p>Strategy's Expected Result/Impact: Positive campus culture and family engagement</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: A recent decline in PTO involvement. Root Cause: Changes in parents and work schedules. Need more effective communication with parents for volunteer opportunities.</p>

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with community members to provide opportunities for students such as tutoring, mentoring, and attendance incentives.</p> <p>Strategy's Expected Result/Impact: Increased community involvement.</p> <p>Staff Responsible for Monitoring: Campus administration Counselor</p> <p>Problem Statements: School Processes & Programs 1, 4 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with community members to provide rewards, treats, and recognitions for our staff members.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction and positive campus culture</p> <p>Staff Responsible for Monitoring: Campus administration Counselor</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Lack of streamlined processes for clubs and afterschool programs for students. Root Cause: Infancy of reimplementation. Many opportunities without oversight on management and scheduling.</p>
<p>Problem Statement 4: Inadequate Data Utilization for Personalized Student Growth Root Cause: Although data from various assessments (MAP, DRA, STAAR, benchmark tests) are collected and analyzed by the CIEC (Campus Improvement and Evaluation Committee), there may be gaps in using this data effectively to personalize instruction for each student. The process might be more focused on overall trends rather than individualized student growth plans, hindering tailored instructional approaches.</p>





Perceptions

Problem Statement 1: A recent decline in PTO involvement. **Root Cause:** Changes in parents and work schedules. Need more effective communication with parents for volunteer opportunities.

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the campus budget is maximized to address staff and student needs.</p> <p>Strategy's Expected Result/Impact: Financial stewardship</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At risk numbers are increasing. Root Cause: Change in student population with growth and new students moving into the school zone.</p>
Student Learning
<p>Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.</p>
<p>Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students</p>

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize building needs and communicate effectively with district support services team lead.</p> <p>Strategy's Expected Result/Impact: Safe and accessible campus building</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.</p>
<p>Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students</p>

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Include CEIC and campus leadership in budget determining funds Strategy's Expected Result/Impact: Financial stewardship Staff Responsible for Monitoring: Campus administration Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Attendance rate is below 97-98% Root Cause: Increase in student absences not related to illness
Student Learning
Problem Statement 1: Math STAAR scores in all areas (approaches, meets, masters) are lower than in the previous year. Root Cause: Gaps in foundational concepts. Lack of consistent resource and implementation.
Problem Statement 2: Lack of growth in Reading scores from previous year. Students are not meeting growth goals (average of 48%) across campus. Root Cause: Lack of ELAR resources to reach targeted needs of individual students

Campus Funding Summary

Title II (255)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Stipend		\$1,100.00
Sub-Total					\$1,100.00