Fort Bend Independent School District

Malala Yousafzai Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Mission

The school community of Malala Yousafzai Elementary will educate and inspire students to…

Develop a passion for learning, achievement & growth
Build effective relationships with others
Seek opportunities for servant leadership
Change the world

Vision

"**L**eading and **E**mpowering students to **A**chieve their **P**urpose."

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 7
- School Processes & Programs 14
- Perceptions 16

Priority Problem Statements 17
Comprehensive Needs Assessment Data Documentation 18
Goals 20
- Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students 20
- Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working 25
- Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff 27
- Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community 29
- Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement 31

State Compensatory 32
Budget for Malala Yousafzai Elementary 32
Campus Funding Summary 33
Addendums 34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Malala Yousafzai Elementary has a diverse student population and a variety of learners. This diversity allows students to learn and interact with students from other cultures and backgrounds. PBIS systems support high expectations for behavior, which is evident in our low discipline referrals.

Malala's overall attendance rate was 95.1%. This reflects an increase of .4%. Malala's overall attendance rate was 95.5%. This reflects an increase of .35% for the campus. However, this attendance rate falls below district expectations, which was 96%.

Malala's student population reflects its diversity. Of the campus' 1127 students, 421 or 37.4% are Emergent Bilingual students with 406 (36,0%) are ESL.

Student Demographic Data (Spring 2023):

	2020	2021	2022	2023	2024
At Risk	199/35.22%	319/38.34%	368/37.67%	428/39.16%	494/43.8%
Section 504	9/1.59%	13.1.56%	8/0.82%	16/1.46%	18/1.6%
Female	276/48.85%	403/48.44%	479/49.03%	526/48.12%	550/48.8%
Male	289/51.15%	429/51.56%	498/50.97%	567/51.88%	577/51.2%
Hispanic	37/6.55%	51/6.13%	57/5.83%	74/6.77%	78/6.9%
American Indian-Alaskan Native	4/0.71%	8/0.96%	10/1.02%	9/.82%	9/.82%
Asian	413/73.10%	600/72.12%	688/70.42%	777/71.09%	801/71.1%
Black - African American	55/9.73%	68/8.17%	101/10.34%	107/9.79%	110/9.8%
Native Hawaiian - Pacific Islander	0/0/00%	0/0.00%	1/0.10%	1/.09%	0/0%
White	48/8.50%	84/10.10%	102/10.44%	107/9.79%	107/9.5%
Two or More	8/1.42%	21/2.52%	18/1.84%	18/1.65%	22/2.0%
GT	30/5.31%	53/6.37%	63/6.45%	85/7.78%	87/7.7%
SPED	32/5.66%	60/7.21%	69/7.06%	96/8.78%	117/10.4%

	2020	2021	2022	2023	2024
Dyslexia	8/1.42%	11/1.32%	11/1.13%	12/1.10%	16/1.4%
Econ Dis	106/ .18.76%	173/20.79%	249/25.49%	294/26.90%	303/26.9%
Enrollment	565	832	977	1093	1127

Malala Yousafzai Elementary's At-Risk data indicates that 43.8% of students are At-Risk while 26.90% are economically disadvantaged. The economically disadvantaged rate has increased along with school enrollment. Enrollment increases in year four have contributed to increases in most areas. The Malala staff will continue monitoring all data points for support needed to meet district standards.

Demographics Strengths

Malala Yousafzai Elementary has a diverse student population and is comprised of a variety of learners. This diversity allows students to learn and interact with students from other cultures and backgrounds. PBIS systems support high expectations for behavior, and this is evident in our low discipline referrals.

	2020-21		2021-22		2022-23		2023-24	
Student Demographi	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Ethnicity								
Hispanic-Latino	56	6.47	67	6.26	75	6.66	80	6.84
Race								
American Indian - Al	7	0.81	10	0.93	9	0.8	9	0.77
Asian	619	71.48	760	71.03	798	70.87	833	71.2
Black - African Ameri	71	8.2	101	9.44	114	10.12	114	9.74
Native Hawaiian - Pa	0	0	1	0.09	1	0.09	0	0
White	92	10.62	109	10.19	111	9.86	112	9.57
Two-or-More	22	2.42	22	2.06	18	1.6	22	1.88

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rates do not meet district expectations.
Root Cause: A lack of home and school communication regarding the importance of attendance and student achievement. School need to educate parents more on the correlation between attendance and student achievement.

Student Learning

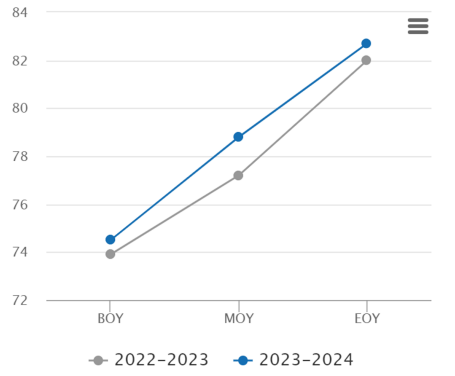
Student Learning Summary

REN360

Subject	Star Reading Proficiency Rate (District Benchmark)	Star Reading Proficiency Rate (State Benchmark	Star Reading Current Student Growth Percentile
Reading	**82.7%** 767 of 928 students scored at or above the minimum district benchmark proficiency level	**69.4%** 643 of 926 students estimated to score at or above the proficiency benchmark on the Reading state test *This is up 1% from EOY 2022-2023*	**67.6%** 611 of 904 students scored at or above typical growth (35th current SGP) from Fall to the given test period *This is up 7% from Fall to Spring 2022-2023*
Math	**89.3%** 828 of 927 students scored at or above the minimum district benchmark proficiency level	**60%** 556 of 927 students estimated to score at or above proficiency benchmark on the Math state test. *This is down 1% from EOY 2022-2023*	**65.9%** 592 of 898 students scored at or above typical growth (35th current SGP) from Fall to the given test period This is up 1% from Fall to Spring 2022-2023
Early Literacy	**83.1%** 281 of 338 students scored at or above the minimum district benchmark proficiency level *This is up 12% from EOY 2022-2023*	**N/A**	**66.5%** 216 of 325 students scored at or above typical growth (35th current SGP) from Fall to the given test period This is up 12% from Fall to Spring 2022-2023

Star Reading Proficiency Rate (District Benchmark)

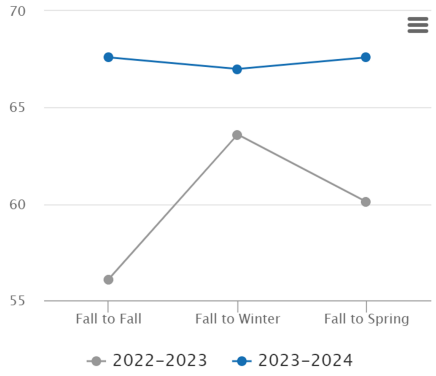
EOY 2023-2024



EXPLORE

Star Reading Current Student Growth Percentile (SGP)

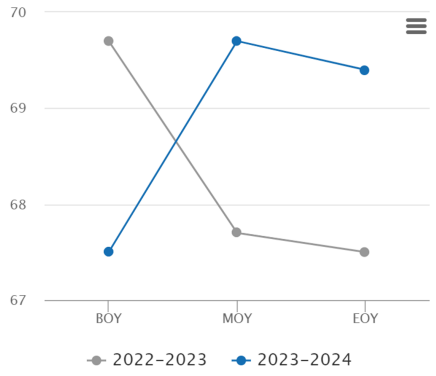
Fall to Spring 2023-2024



EXPLORE

Star Reading Proficiency Rate (State Benchmark)

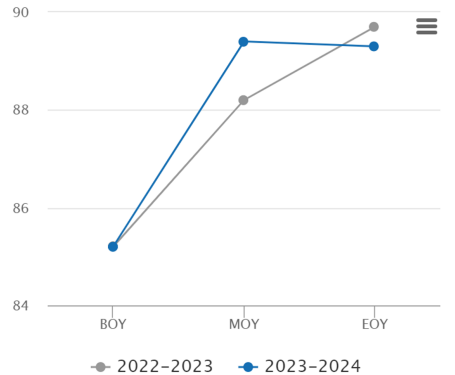
EOY 2023-2024



EXPLORE

Star Math Proficiency Rate (District Benchmark)

EOY 2023-2024



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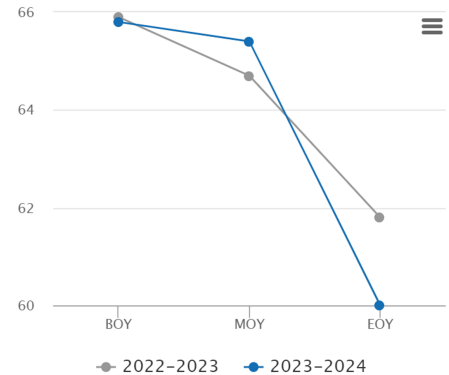
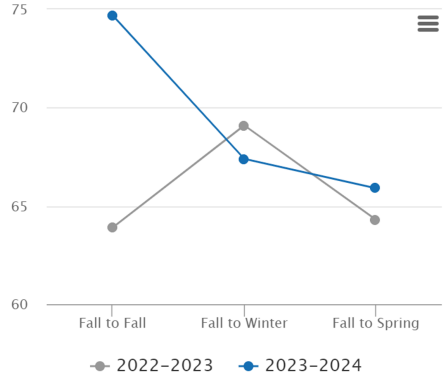
EOY 2023-2024



EXPLORE

Star Math Current Student Growth Percentile (SGP)

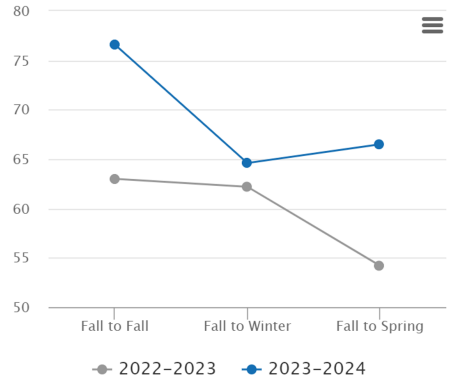
Fall to Spring 2023-2024



EXPLORE

Star Early Literacy Current Student Growth Percentile (SGP)

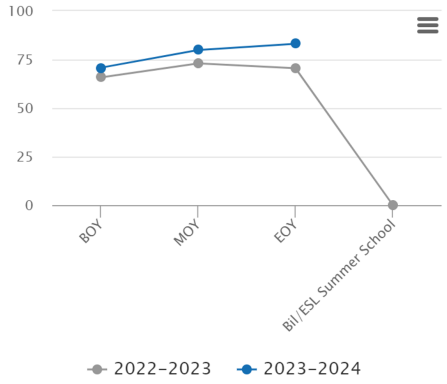
Fall to Spring 2023-2024



EXPLORE

Star Early Literacy Proficiency Rate (District Benchmark)

EOY 2023-2024



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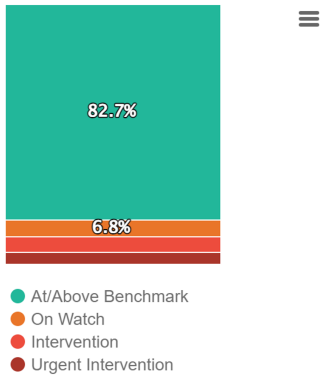
Star Reading Proficiency Rate (District Benchmark)

EOY 2023-2024



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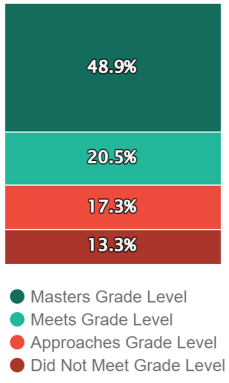

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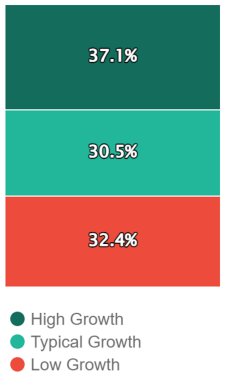
Star Reading Current Student Growth Percentile (SGP)

Fall to Spring 2023-2024



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Star Math Proficiency Rate (District Benchmark)

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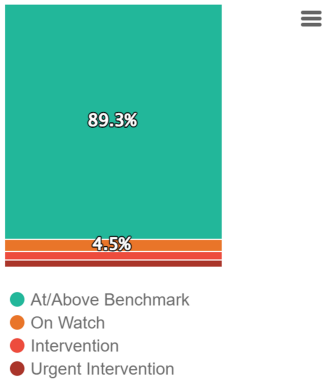

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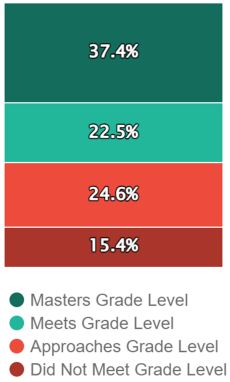

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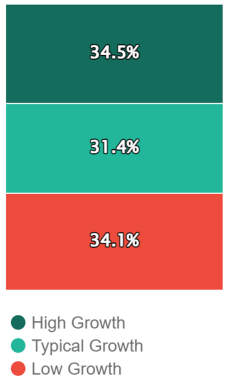

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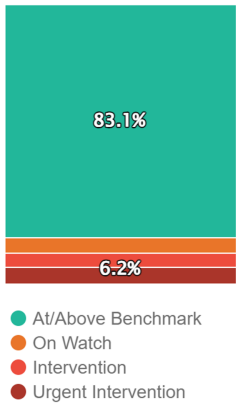

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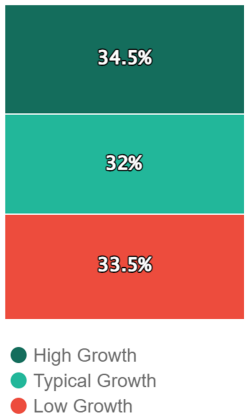

EXPLORE

STAAR SPRING 2024

Organization	Administration	Tested Grade	STAAR - Reading					
			Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
MALALA YOUSAFZAI	Spring 2024	3	192	1541	8% (15 Tests)	92% (177 Tests)	71% (137 Tests)	37% (71 Tests)
MALALA YOUSAFZAI	Spring 2024	4	194	1641	7% (14 Tests)	93% (180 Tests)	77% (150 Tests)	43% (84 Tests)
MALALA YOUSAFZAI	Spring 2024	5	190	1718	7% (13 Tests)	93% (177 Tests)	80% (152 Tests)	55% (105 Tests)

Organization	Administration	Tested Grade	STAAR - Mathematics					
			Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
MALALA YOUSAFZAI	Spring 2024	3	192	1529	15% (29 Tests)	85% (163 Tests)	65% (125 Tests)	32% (61 Tests)
MALALA YOUSAFZAI	Spring 2024	4	194	1640	15% (29 Tests)	85% (165 Tests)	68% (131 Tests)	35% (67 Tests)
MALALA YOUSAFZAI	Spring 2024	5	190	1727	11% (20 Tests)	89% (170 Tests)	68% (130 Tests)	36% (69 Tests)

Showing all students

Organization	Administration	Tested Grade	STAAR - Science					
			Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
MALALA YOUSAFZAI	Spring 2024	5	190	3876	29% (56 Tests)	71% (134 Tests)	37% (70 Tests)	17% (33 Tests)

Student Learning Strengths

Malala's EOY REN reading and math proficiency increased as measured by the average student scale scores in 1-5 grades. EOY average scale scores in Ren360 reading and math demonstrate year over year growth in grades 1-5.

REN360 - 2023-2024

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22/23	Math			Reading			Early Literacy			
	Ave SS - 22	Avg SS - 23	Diff	Avg SS - 22	Avg SS -23	Diff	Avg SS -22	Avg SS - 23	Diff	
PreK										
K								807		
1st	0.39	882		861.00	895	3.80%	820.00	875	6.29%	
2nd	885.00	954	7.23%	901.00	966	6.73%				
3rd	954.00	1009	5.45%	976.00	1009	3.27%				
4th	1019.00	1075	5.21%	1016.00	1045	2.78%				
5th	1069.00	1091	2.02%	1055.00	1079	2.22%				
All	785.48	1002.20	4.98%	801.50	713.43	3.76%	410.00	841		

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Ren360 achievement data indicates a disparity between an increase in student proficiency and a decrease in the student growth measure.
Root Cause: Test administration and inspection systems and processes not implemented with full fidelity.

School Processes & Programs

School Processes & Programs Summary

Personnel:

At Malala Yousafzai Elementary, we prioritize recruiting, supporting, and retaining highly qualified staff. Our recruitment efforts include participation in the FBISD Job Fair, utilizing Taleo, and relying on professional recommendations. We are fully-staff for the 2024-2025 school year. To provide structured support for new teachers, we assign a Teachers Advancing Professional Practice (TAPP) mentor to those with zero years of teaching experience. Additionally, our monthly campus induction program assists teachers who are new to the school. We organize eight faculty meetings during the academic year to deliver staff training and disseminate essential information. In addition, seven collaborative learning meetings for classroom teachers are scheduled to focus on professional learning. We maintain six district-required faculty committees and eight campus-based faculty committees, all led by staff members and/or administrators. Each grade level (PreK/K-5, SPED, and Outclass teams) has a designated team leader. Our leadership team consists of one principal, two assistant principals, a Campus Compliance Coordinator, two Counselors, Literacy Specialist, Math Specialist and EB Specialist.

Professional Practices:

During Professional Learning Communities (PLCs) meetings, teachers, specialists, and administrators discuss student performance data, curriculum, and instructional practices to identify areas needing improvement, enhancing teaching and learning through collaborative efforts. They also celebrate successes by recognizing achievements, sharing best practices, and acknowledging the success of educators and students. Additionally, PLCs engage in activities such as reviewing and modeling lesson plans to ensure alignment with standards, effective teaching strategies, and student engagement.

Organizational and Administrative:

Malala Yousafzai Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via PLC meetings, email, team leader meetings, faculty meetings, PLC meetings, T-TESS observations, walk-throughs, weekly staff newsletters, etc. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. The progress of identified tiered students is discussed in monthly Student Support Team meetings with teachers, administrators, and specialists to review progress-monitoring data, determine tier 2 and 3 interventions, and identify the next steps for individual students.

School Processes & Programs Strengths

Malala Yousafzai Elementary has set a standard for rigorous teaching and learning with the following:

- Enrichment/Intervention: Leopard Time (45-minute block) for assessing and addressing student needs by teachers and specialists
- Standards-Based Learning Student Portfolios: Weekly communication and student ownership of learning tools containing evidence of learning
- Supporting the whole child by emphasizing the value of demonstrating the Profile of a Graduate's attributes
- Twelve after-school clubs for students in grades Kindergarten through fifth with 16 sponsors
- Instructional Leadership Team support for students and teachers
- Focus on student sense of belonging and school spirit with LEAP = Lead.Empower.Achieve.Purpose
- School-wide mplementation of the HOUSE system adapted from the Ron Clark House System to enhance positive behavior and academic achievement across grade levels.
- The school-wide PBIS Award system via the app allows for real-time recognition of positive behaviors. Educators can easily acknowledge and reward students for demonstrating expected behaviors, fostering a positive school climate. The app streamlines the process, making it efficient and impactfu

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Building capacity with the PLC process.
Root Cause: Clear expectations PLC practices, process, limited particiaption in PLC meetings or collaborative discussions, and consistent adminstrators oversight.

Perceptions

Perceptions Summary

Malala Yousafzai Elementary opened in Fall 2019, split between two schools while its building was under construction. In January 2020, Malala students moved into the newly constructed school. MYE is the first school in the United States to be named after education advocate and youngest Nobel Peace Prize winner, Malala Yousafzai. Like the school's namesake, it is a part of our school culture to believe that our students are not too young to change the world. We have created a culture of educational excellence, kindness, and pride in a school built with flexible spaces and furniture. Yearly increase in parent volunteers and PTO support of field trips, teacher appreciation recognitions, positive reinforcement incentives (House system), and Progress Learning digital app.

The parent community responds favorably to the administrative weekly newsletters and videos. Additionally, the Remind messaging app is used for communicating with parents. Parents support the school through PTO efforts and volunteering on campus. Parents coordinated the yearbook, volunteered for field day, and assisted with inventory for the guided reading library, and other school events.

Perceptions Strengths

- PTO involvement
- Weekly parent communication from the Administrative Team (including videos)
- Student pride as Leopards
- Positive behavior incentive program
- Growth mindset and student ownership of learning
- Low discipline incidents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Fall and Spring SAS data indicates that at least 50% of undesired student behaviors and assigned consequences are not clearly defined.
Root Cause: There is a lack of clarity on the management and documentation processes for undesired student behaviors according to the Student Code of Conduct and the campus behavior flowchart.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By the end of the 2024 - 2025 school year, emergent bilingual and special education student achievement will increase by 10% in reading and math as measured by STAAR, BAS, TXKEA and universal screeners. (*WIG)

High Priority

Indicators of Success: Lag Measures:

Increase the number of teachers who are ESL certified on the campus by 3 or more from 2023-2024 school year.

Increase the percentage of EB and SPED students who approach, meet and masters on the STAAR assessment by 10%.

Increase the percentage of students reading on grade level as measured by the TELPAS, universal screener, BAS and circle assessments to 90% of students.

Lead Measures

All teachers will receive monthly feedback on their adherence to the instructional model and/or small group practices.

Increase percentage of teachers implementing small group instruction and guided math/reading practices with fidelity. Monitor and provide monthly feedback to all teachers on their adherence to the instructional model and small group practices.

Track student progress and monitor for consistent participation in Dreambox lessons. All MYE students will complete 5 Dreambox lessons per week.

Build capacity in teachers through the use of teacher reflection and peer observations through the use of Sibme.

Teachers will utilize self-reflection tools through Sibme to track and improve their use of second-language acquisition practices including discussion protocols, questioning strategies and student engagement

Lesson plans will be monitored weekly to ensure that targeted goals and actions will be planned for implementation with students in Tier 2 and Tier 3.

Track adherence to the instructional model by leveraging structures within PLC and planning,

Utilize the SST processes to identify student needs, create targeted intervention plans with benchmarks, and update the SST data bus for ongoing student progress monitoring.

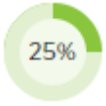
Student engagement will be tracked through the use of discussion protocols (thinking routines) during lesson delivery.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: MYE teachers will engage in professional development about achievement as measured by MAP. **Strategy's Expected Result/Impact:** The expected result/impact is increased student achievement and growth for all student populations. **Staff Responsible for Monitoring:** Administration, Literacy Intervention Teacher **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Increased teacher and parent awareness of the GT program through ongoing professional development and communication. **Strategy's Expected Result/Impact:** By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans. By December 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan. By February 2024, 100% of the GT teachers will have identified and begun implementing ten or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric By May 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Targeted small group instruction and intervention (HB3 4545) during math and reading instruction. **Strategy's Expected Result/Impact:** An increase in the number of students in grades K-5 that meet reading REN growth expectations from BOY to EOY. **Staff Responsible for Monitoring:** Teachers, Specialists, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: MYE teachers, case managers, and special education paraprofessionals will engage in ongoing calibration for alignment with effective instruction and strategies to support special education students. **Strategy's Expected Result/Impact:** An increase in the number of special education students in grades 2-5 that meet growth expectations. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: MYE teachers will engage in professional development about the administration of the BAS district assessment for calibration and data integrity purposes. **Strategy's Expected Result/Impact:** The expected result/impact is a decrease in the number of students reading below level as measured by BAS from MOY to EOY. **Staff Responsible for Monitoring:** LIT, Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May of 2025, there will be a 10% increase in science scores as measured by STAAR and district assessments. (*WIG)

High Priority

Indicators of Success: Lag Measures:

By May of 2025, there will be a 10% increase in science scores as measured by STAAR and district assessments.

Lead Measures:

All science teachers will follow the science instructional model with fidelity.

All students will have increased opportunities for science exploration/engagement via their outclasses.

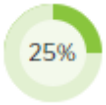
Increase the number of weekly lab opportunities for all students each student by 20%.

Increase opportunities to support science instruction through interactive opportunities, student/parent activities and events, exposure to content via bulletin boards and other immersive media.

Implement pre and post informal and formal assessments to accurately track student progress throughout the year.

Monitor and celebrate growth on I-Ready, Dreambox and other supplemental tools.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Review the new science Curriculum: Ensure the new science curriculum aligns with STAAR and district assessment standards. Incorporate more hands-on experiments and real-world applications. **Strategy's Expected Result/Impact:** A measurable 10% increase in science scores on STAAR and district assessments. Higher participation rates in science classes and extracurricular activities. Enhanced collaboration and sharing of best practices among teachers. Development of critical thinking and problem-solving skills. **Staff Responsible for Monitoring:** Assistant principals, principal, science teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund - $3,000	30%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Establish after-school tutoring sessions to provide additional support for struggling students. **Strategy's Expected Result/Impact:** Struggling students receive personalized attention, leading to better understanding of the material and improved grades. Students gain a deeper comprehension of challenging concepts through one-on-one or small group instruction. Fosters a supportive and collaborative learning environment. **Staff Responsible for Monitoring:** Teachers, specialist, assistant principal and principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 General Fund - $6,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, there will be a 10% decrease of student misbehavior identified as disruptive behavior, inappropriate physical contact and serious offense in Skyward through the intentional use of PBIS strategies. (*WIG)

High Priority

Indicators of Success: Lag Measures:

10% decrease in incidents from May 2024 to May 2025.

Lead Measures:

Increase the utilization of the PBIS Rewards app to provide positive incentives for students..

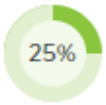
Monitor and ensure consistent implementation of PBIS strategies and behavior reinforcement using the app's tracking and reporting features.

Implement and monitor campus-wide community circles twice a month

Enhance teacher capacity in relationship-building and positive intervention strategies through professional development.

Facilitate the opportunities for all students to experience the environment and structures necessary for their social, emotional and behavioral success through the use of house teams systems, relationship activities/campaigns (i.d. Kindness Week, Start with Hello, No Place for Hate).

Improve the tracking and communication of student data measures which impact student behavioral success such as attendance, discipline, counselor/nurse intervention and SST supports. Adminstration will provide bi-weekly report to staff on attendance and discipline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Quarterly review of classroom discipline data with teachers to identify trends/patterns and character development needs. **Strategy's Expected Result/Impact:** The expected result/impact is a decrease in campus disproportionate discipline data. **Staff Responsible for Monitoring:** Administration, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: MYE teachers will engage in cultural and gender-based professional development during designated campus Collaboration (faculty) meetings. **Strategy's Expected Result/Impact:** The expected result/impact is a decrease in campus disproportionate discipline data. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: Invest in professinal development for all staff.

Indicators of Success: Lag Measure:

School Climate Survey with a 80% satificaiton levels regarding available opportunties for professional learning.

Lead Measure:

Regular teacher satisfaction survey results for on going book study.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Schedule and create seven small group book study sessions (Creating Cultures of Thinking(Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart) through out the 2024-2025 school year. **Strategy's Expected Result/Impact:** 1. Teachers will gain deeper insights into the eight cultural forces that shape a thinking-oriented classroom, such as expectations, language, time, modeling, opportunities, routines, interactions, and environment. 2. Educators will be able to implement new strategies and techniques discussed in the book, leading to more effective teaching practices2. **Staff Responsible for Monitoring:** Principal, assistant principal and teamleaders.	25%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Partner with Malala PTO and the Houston Learning Network to send an additional teacher to the Harvard Project Zero Classroom for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Obtain funding for two teachers to attend Project Zero Classroom for the summer 2025. **Staff Responsible for Monitoring:** Prinicipal	25%	60%	90%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Partner with PTO to write professinal learning grant throught the Fort Bend Educational Foundation to support two teachers to attend the Rice University School of Mathematics Project summer program. **Strategy's Expected Result/Impact:** Obtain fundings to send two math teacher to the Rice University School of Mathematics Project summer program. **Staff Responsible for Monitoring:** Principal	25%	60%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: Promote student engagement in extracurricular activities with a goal of 60% of the student is involved in an extracurricular activities.

Indicators of Success: Lag Measures:

Achieve a 20% increase in the number of students participating in at least one extracurricular activity by the end of the 2024-2025 academic year.

Lead Measures:

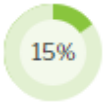
Promotion and Awareness: Launch a campaign to promote the benefits of extracurricular activities through school assemblies, newsletters, and social media from August to the end of September.

Add competetive chess club/program for the 2024-2025 school year, with a goal of 60 chess students.

Increase the the number of participant for the robotic club from the pervious year by 20%.

Add an MYE honor chior with the goal of 50 student in the choir.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Highlight the importance of student attendance in the parent newsletter and campus events. **Strategy's Expected Result/Impact:** The expected result is an increase in student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ADA, Counselor, Teacher **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: MYE teachers will initiate communication with parents of students absent for three or more days, as evidenced by their communication logs. **Strategy's Expected Result/Impact:** The expected result is an increase in student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: Strengthen community partnership.

Indicators of Success: Lag Measures:

Established three new community business partner for the 2024-2025 school year.

Culture and Climate Survey

Lead Measures:

Calobarative projects with the community organizations.

Increase new community partnership.

Track and pulished parents volunteer hours.

State Compensatory

Budget for Malala Yousafzai Elementary

Total SCE Funds: $10,345.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Resources to support HB 4545, Digital Reading support (K-1), Data-driven teacher tutorials, Parental involvement initatives through workshops, family literacy programs, PBIS Award as attendance initiatives,

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$3,000.00
1	2	2			$6,000.00
				Sub-Total	$9,000.00

Addendums

	2020	2021	2022	2023
At Risk	199/35.22%	319/38.34%	368/37.67%	428/39.16%
Section 504	9/1.59%	13.1.56%	8/0.82%	16/1.46%
Female	276/48.85%	403/48.44%	479/49.03%	526/48.12%
Male	289/51.15%	429/51.56%	498/50.97%	567/51.88%
Hispanic	37/6.55%	51/6.13%	57/5.83%	74/6.77%
American Indian-Alaskan Native	4/0.71%	8/0.96%	10/1.02%	9/.82%
Asian	413/73.10%	600/72.12%	688/70.42%	777/71.09%
Black - African American	55/9.73%	68/8.17%	101/10.34%	107/9.79%
Native Hawaiian - Pacific Islander	0/0/00%	0/0.00%	1/0.10%	1/.09%
White	48/8.50%	84/10.10%	102/10.44%	107/9.79%
Two or More	8/1.42%	21/2.52%	18/1.84%	18/1.65%
GT	30/5.31%	53/6.37%	63/6.45%	85/7.78%
SPED	32/5.66%	60/7.21%	69/7.06%	96/8.78%
Dyslexia	8/1.42%	11/1.32%	11/1.13%	12/1.10%
Econ Dis	106/.18.76%	173/20.79%	249/25.49%	294/26.90%
Enrollment	565	832	977	1093

Malala Yousafzai Elementary has a diverse student population and a variety of learners. This diversity allows students to learn and interact with students from other cultures and backgrounds. PBIS systems support high expectations for behavior, which is evident in our low discipline referrals.

Malala's overall attendance rate was 95.15%. This reflects an increase of .14%.

STUDENT CLUBS								
	Enrollment		Grade Levels	%Asian	%African American	%White	% Hispanic	%other
	Spring	Fall						
Example	*22*	*21*	*5th*	*68%*	*12%*	*14%*	*5%*	*1%*
Coding								
Cricket	41	30	3rd-5th	2%	4%	0%	0%	94%
Music	30	47	4th/5th	64%	18%	8%	6%	4%
Harry Potter	47	61	5th	80%	3%	8%	6%	3%
Art	24	24	4th/5th	98%	0%	1%	1%	0%
STEM	80	40	2-5	74%	7%	12%	5%	2%
Destination Imagination	35	35	5-Mar	98%	0%	2%	0%	0%

22/23	Math			Reading			Early Literacy		
	Ave SS - 22	Avg SS - 23	Diff	Avg SS - 22	Avg SS -23	Diff	Avg SS -22	Avg SS - 23	Diff
PreK									
K								807	
1st	0.39	882		861.00	895	3.80%	820.00	875	6.29%
2nd	885.00	954	7.23%	901.00	966	6.73%			
3rd	954.00	1009	5.45%	976.00	1009	3.27%			
4th	1019.00	1075	5.21%	1016.00	1045	2.78%			
5th	1069.00	1091	2.02%	1055.00	1079	2.22%			
All	**785.48**	**1002.20**	**4.98%**	**801.50**	**713.43**	**3.76%**	**410.00**	**841**	

Malala's EOY REN reading and math proficiency increased as measured by the average student scale scores in 1-5 grades. EOY average scale scores in Ren360 reading and math demonstrate year over year growth in grades 1-5.

	Reading											
	%AtAbove			%OnWatch			%Intervention			%Urgent		
	BOY	EOY	DIFF	BOY	EOY		BOY	EOY	DIFF	BOY	EOY	DIFF
k												
1st	76	82	7.32%	8	4	-100.00%	5	10	50.00%	11	4	-175.00%
2nd	75	82	8.54%	7	5	-40.00%	11	4	-175.00%	22	9	-144.44%
3rd	73	80	8.75%	12	8	-50.00%	8	6	-33.33%	7	6	-16.67%
4th	71	81	12.35%	14	8	-75.00%	10	7	-42.86%	5	4	-25.00%
5th	75	84	10.71%	14	7	-100.00%	6	6	0.00%	5	3	-66.67%

	MATH											
	%AtAbove			%OnWatch			%Interention			%Urgent		
	BOY	EOY	DIFF	BOY	EOY		BOY	EOY	DIFF	BOY	EOY	DIFF
k												
1st	89	89	0.00%	3	5	40.00%	7	3	-133.33%	1	3	66.67%
2nd	76	86	11.63%	9	5	-80.00%	10	4	-150.00%	6	5	-20.00%
3rd	90	89	-1.12%	2	4	50.00%	3	3	0.00%	4	4	0.00%
4th	86	94	8.51%	6	2	-200.00%	5	2	-150.00%	3	2	-50.00%
5th	87	89	2.25%	6	4	-50.00%	5	5	0.00%	3	1	-200.00%

Instructional Readng Level Indicator	
***Kinder MOY* 22-23**	
56 Students are Above Level	33%
66 Students are Below grade level	38%
50 Students are On Level	29%

172 Students Total

Instructional Reading Level Indicator	
***Kinder EOY* 22-23**	
69 Students are Above Level	40%
60 Students are Below grade level	35%
44 Students are On Level	25%

173 Students Total

Instructional Reading Level Indicator

*1st BOY 22-23	
Students are Above Level	61%
Students are Below grade level	23%
Students are On Level	10%
Students Not Assessed	2%

158 Students Total

Taken in 1st at MOY 22-23	
Students are Above Level	67%
Students are Below grade level	22%
Students are On Level	10%
Students Not Assessed	0%

152 Students Total

Taken in 1st at EOY 22-23	
Students Above Level	48%
Students below grade level	22%
Students On Level	29%
Students Not Assessed	0%

155 Students Total

Increase in students reading above level, decrease in students reading above level, students starting below level-remain below level.
CIP goal focused on growth and professional development in test integrity and administration.

Instructional Reading Level Indicator

Taken in 1st at BOY 22-23		Taken in Second at MOY 22-23		Taken in Second at EOY 22-23	
Students are Above Level	26%	Students are Above Level	50%	Students are Above Level	43%
Students below grade level	39%	Students are Below Level	36%	Students are Below Level	44%
Students are On Level	31%	Students are On Level	11%	Students are On Level	11%
Students Not Assessed	3%	Students Not Assessed	3%	Students Not Assessed	0%
190 Students Total		184 Students Total		185 Students Total	

Decline in on level reading, increase in students reading below level - Below level data addressed as an indicator of success.

Discipline Action Group Summary 2023 for Malala Yousafzai

District/Ca	Student Group	Number of Students	ISS Action	ISS Studer	ISS Percent	OSS Actio	OSS Stude	OSS Perce	DAEP Acti	DAEP Stuc	DAEP Perc	JJAEP Acti	JJAEP Stuc	JJAEP Perc	Total Acti	Total Stud	Total Percent
(0799071	All	1,126	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Asian	798	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Black or African American	114	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Hispanic/Latino	75	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	American Indian or Alaska Native	9	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Native Hawaiian or Other Pacific Islander	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Two or More Races	18	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	White	111	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Female	541	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Male	585	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Special Education - Summer	115	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Economic Disadvantage - Fall	294	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Economic Disadvantage - Summer	311	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	At Risk - Fall	428	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	ESL - Fall	398	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(0799071	Section 504 - Summer	21	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%

***No students were assigned discipline actions that involved ISS, OSS, DAEP, or JJAEP.**

***This represents a decrease from last year for all student sub-populations, which saw a total of three students (Asian and African American) receive ISS as a disciplinary action.**

*Code 21 represent Violation

Significant Disproportionality (DVM Method)

Calculates for data visible on Discipline Report Details tab

Ent:
156

	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	114	9	798	75	18	1	111	1126
Filter Count	5	0	24	6	0	0	1	36
Disproportionality Rate	1.4	NA	0.9	2.5	NA	NA	0.3	

Legend	
0.0 to 0.7	Under-represented
0.7+ to 1.3	Proportional
1.3+ to 2.0	Over-represented
2.0+	Significantly over-represented

Disproportionality Rate calculated using the DVM method (Ethnic Group Rate/All Students Rate)

Significant Disproportionality (RDA Method)

Calculates for data visible on Discipline Report Details tab

Ent:
156

	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	114	9	798	75	18	1	111	1126
Filter Count	5	0	24	6	0	0	1	36
Disproportionality Rate	1.4	NA	0.8	2.8	NA	NA	0.3	

Legend	
	0.0-1.9
	2.0-2.4
	2.5+

Disproportionality Rate calculated using the RDA method (Ethnic Group Rate/Other Students Rate)

GRADE	GENDER	ETHNICITY	Special_Edu	LEP	OFFENSE_DESC	ACTION_ALL
2	M	White	1	0	Inappropriate Physical Contact	S/B Strategies,
KG	M	Asian	0	1	Inappropriate Physical Contact	S/B Strategies,
4	M	Black or African Amer	0	0	Inappropriate Physical Contact	Res Bus Priv,
KG	M	Asian	0	1	Teacher Referral	
KG	M	Hispanic	0	0	Disrupt Behavior	Parent Conf,
KG	M	Hispanic	0	0	Inappropriate Physical Contact	Parent Conf,
KG	M	Hispanic	0	0	Disrupt Behavior	Parent Conf,
KG	M	Asian	0	1	Inappropriate Physical Contact	Restorative Cir,
KG	M	Asian	0	1	Inappropriate Physical Contact	Parent Conf,
KG	M	Asian	0	1	Inappropriate Physical Contact	Student Conf,
KG	M	Asian	1	0	Teacher Referral	
4	F	Hispanic	0	1	Inappropriate Physical Contact	Restorative Cir,
4	M	Asian	0	0	Inappropriate Physical Contact	Restorative Cir,
5	M	Asian	0	1	Inappropriate Physical Contact	W/D of Priv,
4	F	Asian	0	1	Rob Theft Stealing Non Fel	Parent Conf,
3	M	Hispanic	0	0	Teacher Referral	
4	M	Asian	0	0	Inappropriate Physical Contact	Contact w/Par,
3	M	Asian	0	1	Teacher Referral	
5	M	Asian	0	1	Profanity	Res Bus Priv,
3	F	Asian	0	0	Teacher Referral	
5	M	Asian	0	1	Profanity	W/D of Priv,
5	M	Black or African Amer	0	0	Inappropriate Physical Contact	Counsel Staff,
5	M	Asian	0	0	Profanity	Contact w/Par,
KG	M	Asian	0	1	Non DAEP, Terroristic Threat	Restorative Con,
5	M	Asian	0	1	Profanity	Contact w/Par,
KG	M	Asian	0	1	Teacher Referral	
4	M	Black or African Amer	0	0	Disrupt Behavior	Contact w/Par,
KG	M	Asian	0	1	Teacher Referral	
4	F	Hispanic	1	1	Rob Theft Stealing Non Fel	
4	M	Black or African Amer	0	0	Rob Theft Stealing Non Fel	
4	M	Asian	0	1	Rob Theft Stealing Non Fel	
KG	M	Asian	0	1	Inappropriate Physical Contact	Parent Conf,
5	M	Black or African Amer	1	0	Inappropriate Physical Contact	Parent Conf,
KG	M	Asian	0	1	Inappropriate Physical Contact	Behav Contra, Parent Conf,
1	M	Asian	1	0	Teacher Referral	
KG	M	Asian	0	1	Profanity	Contact w/Par,

A review of data indicates a gender based bias in reporting with an ethnicity based secondary root cause. Action steps included in the CIP.