

Fort Worth Independent School District

044 J.P. Elder Middle School

2024-2025 Campus Improvement Plan



Mission Statement

To promote learning in a climate that is communicative, just, disciplined and caring so every child achieves academic success

Vision

PIE squared Pride - Integrity - Excellence + Purpose – Engagement = Success

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2024

Demographics

Demographics Summary

J. P. Elder Middle School is considered an Urban school. The majority of its students live in the North Side area, with only about 15 students riding the bus. J. P. Elder Middle School is a 100-year-old middle school. It was originally named North Side Junior High School. The name was changed in 1935 to J. P. Elder Middle School. The school was named after J. P. Elder. Mr. Elder was the superintendent of the Swift meat company in the stockyard area of Fort Worth. J.P. Elder Middle School is located in the north side area of Fort Worth. Elder is a 6-8 grade, Title 1 campus serving over 680 students. Elder was the largest middle school in the Fort Worth Independent School District, but is now losing students. Elder is made up of predominantly Hispanic students, 96.5%. Elder is serving 92.4% of the students receiving free or reduced lunch.

Elder Middle School has a mobility rate of 11.9% substantially lower than the district at 21.3%. Elder is a “Legacy” school, meaning it is multigenerational; many of our parents attended Elder and now their children do. Many of our faculty also attended J. P. Elder. The enrollment is going down. In 2017, the enrollment was at its highest at 1290 students. The enrollment has continued to decrease with a projected enrollment in 24-25 of 680. One reason for the decrease is the ending of the Programs of Choice (POC) program within FWISD. The POC would attract 70 additional students per grade, or 210 a year. Elder’s boundaries have also been redrawn resulting in a loss of an additional 50 students. Due to the drop in enrollment, the number of staff members has had to be reduced. J. P. Elder’s staff breakdown as follows: 6 of 54 are first year teachers, 11%, 20 of 54 teachers have 1-5 experience, 37%, 6 with 6-10, 37 of 54 with 11 or more years’ experience.

Demographics Strengths

1. J. P. Elder’s mobility rate is nearly 10.4% compare to the district rate of 21.9%. This is due to the fact that Elder is a “Legacy” school, meaning many of our parents and grandparents attended Elder, and now their children do so as well.
2. J. P. Elder is a homogeneous school, with 96% of the students being Hispanic.
3. Nearly 2/3 of the teaching staff has less than 10 years’ experience and is wanting to get better.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): J. P. Elder has had a steady decline in enrollment. During 19-20 school year enrollment was 1161 and the projection for the 23-24 school year only 680 students to be enrolled. **Root Cause:** J.P. Elder's boundaries have been redrawn and enrollment in elementary schools that feed Elder are down.

Problem Statement 2 (Prioritized): During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers. **Root Cause:** Teachers are retiring or just leaving the profession.

Student Learning

Student Learning Summary

J.P. Elder Middle School has struggled with student learning at for the last 5 years. During that time, the campus has scored slightly below district averages on state assessments causing the school to have an unrated accountability rating. Also, during this time, a high teacher turnover rate, incoming student learning deficiencies, high teacher absences without substitutes to fill those jobs, and three ELAR teachers either resigning or taking a leave of absence. Elder has not reached a “rated” status due to performance on the STAAR test. During the most recent State Interim Assessments, Elder was an average of 7 percentage points behind the district average in reading. Elder offers many advanced classes. There are 60 students enrolled in English 1, 40 in Biology, 22 in Geometry, 64 in Algebra 1.

Student Learning Strengths

1. 100% of Algebra 1 students passed the EOC
2. 100% English 1 students passed the EOC
3. This YTD attendance rate is 93.54% up from 92.54% last year, and 2.2% above FWISD middle school average.
4. 128 Students scheduled into a double block math class, Enhanced Math.
5. 105 Students scheduled into a double block reading class, Structured Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district. **Root Cause:** J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.

Problem Statement 2: During the 2023 - 2024 school year, Reading scores at J.P. Elder have lagged behind the district averages. Reading averaged 28% as compared to 33% for the district. **Root Cause:** J. P. Elder has not been able to maintain consistency in the department. The Reading department has one less teacher this year, and two first year teachers.

School Processes & Programs

School Processes & Programs Summary

All program and process decisions for the 2023-2024 school year, are based on focus areas identified during our TEA diagnostic visit. That data was also used to develop our Targeted Instructional Plan (TIP). Using the Effective School Framework (ESF) the following focus areas were identified, 4.1

Daily use of high-quality instructional materials. And 5.4 Data-driven instruction. All teachers are required to design lessons that follow the district's instructional framework. Professional development was given on lesson plan formats, the use of technology in the classroom, and the process for PLC. During the 2023-2024 school year the campus will implement a new PLC schedule that will strengthen the instructional planning process. This will require the teachers to use the four PLC questions (What do we want students to know and be able to do, how do we know that students have learned the material, how do we respond when students don't learn the material, and how do we respond when students have learned the material). All tested core content teachers have a 55 minute PLC everyday. The administration team meets weekly to discuss what is being seen during classroom observations. The administration team also recognizes trends and provides PD based on what is seen in the classrooms.

School Processes & Programs Strengths

1. All tested core content teachers received two feedback sessions based on the Bambrick “waterfall”
2. All tested core content teachers are scheduled to have a 55 minute PLC every day.
3. All new teachers are provided a mentor and an instructional coach.
4. All new teachers are provided new teacher in-service before the start of school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance rates during semester one of the 2023-2024 school year have increased from 90.2 to 90.4 but still lags behind the district average.

Root Cause: Reaching parents and students have become more challenging. Many of our parents work multiple jobs and often go to work before school starts. Our data is often outdated due to parents moving.

Problem Statement 2: The number of Chronically absent students for all grade levels has decreased from 24% to 18% during the first semester as compared to the district at 28% to 22%.

Root Cause: Reaching parents and students have become more challenging. Many of our parents work multiple jobs and often go to work before school starts. Our data is often outdated due to parents moving.

Perceptions

Perceptions Summary

J.P. Elder Middle School is working with LiberatED to develop a “portrait of a Scholar”. This is designed to impact what the expectations are going forward. Elder has a strong and growing PTA to provides support to families and staff. Elder also is working to provide learning opportunities for our parents. We have had “Attendance Matters”, “All Pro Dads”, and “TELPAS/STAAR” education night. As a Title I school dedicated to the improvement of student achievement, Elder's Site-Based Decision Making (SBDM) committee is strong and inclusive encouraging parents and the community to participate.

J.P. Elder has a positive school climate where students and staff feel safe and supported. According to surveys and focus groups with teachers and students, both feel safe and cared about at school.

We have a diverse population and a plethora of extra-curricular activities for students to choose from. Elder has 7th and 8th athletics. Students can also choose to be involved in many different clubs such as: chess club, running club and a new cooking club.

Perceptions Strengths

- Students benefit from the various extra-curricular clubs offered at Elder such as Theatre Arts, Orchestra, Band, Choir, Art, Forensic Science, AVID, The Go Center, Mariachi, JCC, Gardening Club, Running Club, Youth Voices 4 Change and athletics.
- Students feel supported through their relationships with friends, family and adults at school.
- Teachers feel connected and safe at work.
- Teachers continually are provided feedback in a effort to continue to grow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, the number of suspensions has decrease from 299 to 236 from the previous school year. **Root Cause:** During the 2023-2024 school year, of the enrollment of 773 students, there were 236 suspensions. Too many students are missing instructional time.

Problem Statement 2: During the 2023-2024 school year, the number of student referrals increased from 1218 to 1489 or an additional 271 student referrals. **Root Cause:** During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers. Teachers have not received enough training in classroom management.

Priority Problem Statements

Problem Statement 1: During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district.

Root Cause 1: J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Attendance rates during semester one of the 2023-2024 school year have increased from 90.2 to 90.4 but still lags behind the district average.

Root Cause 2: Reaching parents and students have become more challenging. Many of our parents work multiple jobs and often go to work before school starts. Our data is often outdated due to parents moving.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: During the 2023-2024 school year, the number of suspensions has decrease from 299 to 236 from the previous school year.

Root Cause 3: During the 2023-2024 school year, of the enrollment of 773 students, there were 236 suspensions. Too many students are missing instructional time.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers.

Root Cause 4: Teachers are retiring or just leaving the profession.

Problem Statement 4 Areas: Demographics

Problem Statement 5: J. P. Elder has had a steady decline in enrollment. During 19-20 school year enrollment was 1161 and the projection for the 23-24 school year only 680 students to be enrolled.

Root Cause 5: J.P. Elder's boundaries have been redrawn and enrollment in elementary schools that feed Elder are down.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Goals

Revised/Approved: June 24, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 40.8% to 45.0% by May 2025.

Increase the percentage of Emergent Bilingual students from 39.2% to 44.0% by May 2025.

Strategy 1: Increase instructional time for all struggling reading students

Strategy's Expected Result/Impact: Improve Tier 1 instruction in all ELAR classes

Staff Responsible for Monitoring: Admin team

Title I:

2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire an additional ELAR teacher</p> <p>Intended Audience: Students not reaching approaches on STAAR reading and students in the bottom 50% of MAP reading</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 1, 2024</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Title 1 Read/Math Resource Teacher - TITLE I (211) - 211-11-6119-04N-044-30-510-000000-25F10 - \$70,548.01</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Double block students that did not reach approaches on STAAR reading or scored in the bottom 50% on EOY MAP reading</p> <p>Intended Audience: Students not reaching approaches on STAAR reading and students in the bottom 50% of MAP reading</p> <p>Provider / Presenter / Person Responsible: None</p> <p>Date(s) / Timeframe: August 1, 2024</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p> <p>Funding Sources: Instructional supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-044-11-273-000000- - \$5,760</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide before, after school tutoring and Saturday academies</p> <p>Intended Audience: Students not reaching approaches on STAAR reading and students in the bottom 50% of MAP reading</p> <p>Provider / Presenter / Person Responsible: Principal , Department head, Dean of Instruction & Instructional Coach</p> <p>Date(s) / Timeframe: September 24-May 25</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Extra duty pay for tutoring - TITLE I (211) - 211-11-6116-04N-044-30-510-000000-25F10 - \$52, Extra duty pay for tutoring - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$3,500, Extra duty pay for tutoring - BASIC (199 PIC 11) - 199-11-6121-XXX-044-11-273-000000- - \$1,000, Extra duty pay for tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-044-11-273-000000- - \$2,000, Subs for PD - BASIC (199 PIC 11) - 199-11-6112-XXX-044-11-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide materials and supports for all Special Education students</p> <p>Intended Audience: Special Education students</p> <p>Provider / Presenter / Person Responsible: Special Education staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Specialized Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Instructional supplies - SPED (199 PIC 23) - \$2,712, Instructional materials - SPED (199 PIC 23) - \$3,000, Extra duty support - SPED (199 PIC 23) - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase Tier 1 instruction

Staff Responsible for Monitoring: Leadership Team

Title I:

2.5

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create common PLC period and provide professional learning for all 6-8 ELA teachers on incorporating and utilizing the FWISD PLC framework (PLCF) to help build teacher's capacity by September 2, 2024. Capacity building in PLC's will focus on teachers working collaboratively through intentional, regular and ongoing processes, study teaching practices, problem solve, gain knowledge, share expertise, and engage in professional dialogue around the collective goal of improving student outcomes. Administrators will review the Indicators from the PLC monthly to ensure fidelity of implementation.</p> <p>Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Literacy Department Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLC calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning/practice, studying student work, using student data, and professional learning. Each month, campus administration will analyze the minutes from the meetings using a campus created PLC Agenda/Minutes google form.</p> <p>Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Literacy Department Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: All ELAR teachers will be trained in LAFA</p> <p>Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Region 11 and Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Literacy Department and Region 11 Delivery Method: In person</p> <p>Funding Sources: Training of Teachers - TITLE I (211) - 211-13-6239-04N-044-30-510-000000-25F10 - \$52</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide instructional materials and supplies</p> <p>Intended Audience: ELAR department Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Literacy Department Delivery Method: In person</p> <p>Funding Sources: Instructional supplies - BEA (199 PIC 25) - 199-11-6399-001-044-25-273-000000 - \$3,344</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Provide snacks and incentives for tutoring Intended Audience: Student not reaching approaches on previous year STAAR Provider / Presenter / Person Responsible: Instructional Leadership Team and teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: FWISD Literacy Department Delivery Method: In person Funding Sources: Snacks for tutoring - TITLE I (211) - 211-11-6499-04N-044-30-510-000000-25F10 - \$52.98	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Provide attendance restoration Intended Audience: All students Provider / Presenter / Person Responsible: Attendance committee Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Student engagement Delivery Method: In person Funding Sources: Extra duty pay for teachers - BASIC (199 PIC 11) - 199-11-6116-XXX-044-11-273-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers. Root Cause: Teachers are retiring or just leaving the profession.
Student Learning
Problem Statement 1: During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district. Root Cause: J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.

School Processes & Programs

Problem Statement 1: Attendance rates during semester one of the 2023-2024 school year have increased from 90.2 to 90.4 but still lags behind the district average. **Root Cause:** Reaching parents and students have become more challenging. Many of our parents work multiple jobs and often go to work before school starts. Our data is often outdated due to parents moving.

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 82.5% to 86.5% by May 2025.

Increase the percentage of Emergent Bilingual students from 80.0% to 85.0% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Improve Tier 1 instruction in all ELAR classes

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4

- **TEA Priorities:**

Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create common PLC period and provide professional learning for all 6-8 ELA teachers on incorporating and utilizing the FWISD PLC framework (PLCF) to help build teacher's capacity by September 2, 2022. Capacity building in PLC's will focus on teachers working collaboratively through intentional, regular and ongoing processes, study teaching practices, problem solve, gain knowledge, share expertise, and engage in professional dialogue around the collective goal of improving student outcomes. Administrators will review the Indicators from the PLCF monthly to ensure fidelity of implementation.</p> <p>Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 24 - May 25 Collaborating Departments: FWISD Literacy Department Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: All Administrators will attend and engaged in PLCs and provide feedback on lesson plans and conduct "waterfall walkthroughs and provide feedback</p> <p>Intended Audience: ELAR teacher</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 24 - May 25</p> <p>Collaborating Departments: FWISD Literacy Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Subs for learning walks - BASIC (199 PIC 11) - 199-11-6112-XXX-044-11-273-000000- - \$2,000 , Instructional supplies for PLCs - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-044-99-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers. Root Cause: Teachers are retiring or just leaving the profession.</p>
Student Learning
<p>Problem Statement 1: During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district. Root Cause: J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 42.8% to 46.0% by May 2025.

Increase the percentage of Emergent Bilingual students from 42.2% to 45.5% by May 2025.

Strategy 1: Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Improve Tier 1 instruction in all math classes

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire additional math teacher Intended Audience: Students not reaching approaches on STAAR math and students in the bottom 50% of MAP math Provider / Presenter / Person Responsible: Instructional leadership Date(s) / Timeframe: August 1, 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: Title 1 Read/Math Resource Teacher - TITLE I (211) - 211-11-6119-04N-044-30-510-000000-25F10 - \$74,043.01	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Double block students struggling in math</p> <p>Intended Audience: All students that did not reach approaches on STAAR math and students not reaching the 60% on MAP math test</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In person</p> <p>Funding Sources: General supplies for Nurse - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-044-99-273-000000- - \$1,000, Admin technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-044-99-273-000000- - \$3,000, Travel for PD - UNDISTRIBUTED (199 PIC 99) - 199-12-6411-XXX-044-99-273-000000- - \$2,000, General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-044-99-273-000000- - \$6,000, Building maintaince - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-044-99-273-000000- - \$1,000, Extra duty help for counseling department - UNDISTRIBUTED (199 PIC 99) - 199-31-6121-XXX-044-99-273-000000- - \$1,000, General supplies counseling department - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-044-99-273-000000- - \$1,000, General supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-044-99-273-000000- - \$1,000, General supplies for each department - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-044-99-273-000000- - \$3,760</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide tutoring for struggling math students</p> <p>Intended Audience: All students that did not reach approaches on STAAR math and students not reaching the 60% on MAP math test</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$3,000, Instructional materials - SCE (199 PIC 24) - 199-11-6399-001-044-24-273-000000- - \$2,240</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district. **Root Cause:** J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 76.6% to 80.0% by May 2025.

Increase the percentage of Emergent Bilingual students from 72.2% to 75.5% by May 2025.

Strategy 1: Develop the capacity of 6-8 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Improve Tier 1 instruction in all math classes

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system/cycle of observation and feedback of math instruction aligned to Carnegie trainings, FWISD instructional framework, and Math Framework, or Springboard Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: FWISD math department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLC calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning/practice, studying student work, using student data, and professional learning. Each month, campus administration will analyze the minutes from the meetings using a campus created PLC Agenda/Minutes google form. ILT will conduct learning walks with math teachers</p> <p>Intended Audience: Math Department</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Subs for walk-throughs - BASIC (199 PIC 11) - 199-11-6112-XXX-044-11-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: During the 2023-2024, 48% of teachers had five years or less experience, and ten were first year teachers. Root Cause: Teachers are retiring or just leaving the profession.</p>
Student Learning
<p>Problem Statement 1: During the 2023 - 2024 school year, Math and Science MAP scores at J.P. Elder have lagged behind the district averages. Math averaged 20% as compared to 22% for the district and Science 33% to 36% for the district. Root Cause: J.P. Elder has struggled with consistency in the Math and Science departments. The J.P. Elder Math departments had two new members and one less math teacher than last year and the Science department has one less teacher, and two new teachers to the department. Both departments continue need professional development, coaching and feedback.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 20.3% to 24.0% by May 2025.

Increase the percentage of Emergent Bilingual students from 15.1% to 18.0% by May 2025.

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Improve all students performance in reading and math

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**

Lever 5: Effective Instruction


- **Targeted Support Strategy**

Problem Statements: Perceptions 1


Action Step 1 Details	Reviews			
Action Step 1: Train Advisory teachers in data and goal setting Intended Audience: Advisory Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 24- May 25 Collaborating Departments: None Delivery Method: In person Funding Sources: Incentives and snacks - SCE (199 PIC 24) - 199-11-6399-001-044-24-273-000000- - \$1,000, Supplies for Advisory - BASIC (199 PIC 11) - 199-11-6399-XXX-044-11-273-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: During the 2023-2024 school year, the number of suspensions has decrease from 299 to 236 from the previous school year. **Root Cause:** During the 2023-2024 school year, of the enrollment of 773 students, there were 236 suspensions. Too many students are missing instructional time.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 13.4% to 16.0% by May 2025.
Increase the percentage of Emergent Bilingual students from 8.7% to 12.0% by May 2025.

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Improve all students math abilities

Staff Responsible for Monitoring: Instructional leadership team

Title I:

2.4

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop, schedule and implement an "Advisory Period" meeting once a week and provide incentives for academic achievement. Intended Audience: All students Provider / Presenter / Person Responsible: Advisory Committee Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide activities and support for students in CTE classes Intended Audience: All CTE students Provider / Presenter / Person Responsible: CTE teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: CTE Delivery Method: In person Funding Sources: Supplies and instructional materials - CTE (199 PIC 22) - \$1,000, Supplies and instructional material - CTE (199 PIC 22) - \$1,081	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide afterschool tutoring "Friday Night Lights" Intended Audience: All students Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In person Funding Sources: Extra duty pay of teachers - BASIC (199 PIC 11) - 199-11-6116-XXX-044-11-273-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide additional educational opportunities for GT students Intended Audience: GT students Provider / Presenter / Person Responsible: Instructional Leadership team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In person Funding Sources: Supplies and incentives for GT activities - GT (199 PIC 21) - \$2,061	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: During the 2023-2024 school year, the number of suspensions has decrease from 299 to 236 from the previous school year. **Root Cause:** During the 2023-2024 school year, of the enrollment of 773 students, there were 236 suspensions. Too many students are missing instructional time.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 20.2% to 17.5% by May 2025.

Decrease the percentage of Special Education students from 20.3% to 17.6% by May 2025.

Strategy 1: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase engagement with all stakeholders

Staff Responsible for Monitoring: All staff and stakeholders

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide parent education regarding student advocacy</p> <p>Intended Audience: Parents and guardians</p> <p>Provider / Presenter / Person Responsible: FES and ILT</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: In person</p> <p>Funding Sources: Supplies and materials for parent involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-044-30-510-000000-25F10 - \$1,000, Snacks for parents - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-044-30-510-000000-25F10 - \$2,000, Translations - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-044-30-510-000000-25F10 - \$500, Resources for parents - FAMILY ENGAGEMENT (211) - 211-61-6329-04L-044-30-510-000000-25F10 - \$580</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Hold Saturday School for attendance recovery Intended Audience: Students with 10% absences Provider / Presenter / Person Responsible: Attendance committee Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Student Engagement Delivery Method: In-Person Funding Sources: Extra duty help - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$500, Extra duty help - TITLE I (211) - 211-11-6121-04N-044-30-510-000000-25F10 - \$500	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: J. P. Elder has had a steady decline in enrollment. During 19-20 school year enrollment was 1161 and the projection for the 23-24 school year only 680 students to be enrolled. Root Cause: J.P. Elder's boundaries have been redrawn and enrollment in elementary schools that feed Elder are down.</p>
School Processes & Programs
<p>Problem Statement 1: Attendance rates during semester one of the 2023-2024 school year have increased from 90.2 to 90.4 but still lags behind the district average. Root Cause: Reaching parents and students have become more challenging. Many of our parents work multiple jobs and often go to work before school starts. Our data is often outdated due to parents moving.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for Emergent Bilingual students from 19.5 to 16.5 by May 2025.

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys

Strategy's Expected Result/Impact: Reduce disciplinary interruptions in all classes

Staff Responsible for Monitoring: All staff

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Train all teacher on MTSS and school wide discipline plan Intended Audience: All staff and teachers Provider / Presenter / Person Responsible: Admin and discipline committee Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Train parents on on MTSS and school wide discipline plan Intended Audience: Parents Provider / Presenter / Person Responsible: Admin and discipline committee Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: J. P. Elder has had a steady decline in enrollment. During 19-20 school year enrollment was 1161 and the projection for the 23-24 school year only 680 students to be enrolled. **Root Cause:** J.P. Elder's boundaries have been redrawn and enrollment in elementary schools that feed Elder are down.

Perceptions

Problem Statement 1: During the 2023-2024 school year, the number of suspensions has decrease from 299 to 236 from the previous school year. **Root Cause:** During the 2023-2024 school year, of the enrollment of 773 students, there were 236 suspensions. Too many students are missing instructional time.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Title 1 Read/Math Resource Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-044-30-510-000000-25F10	\$70,548.01
1	1	1	3	Extra duty pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-044-30-510-000000-25F10	\$52.00
1	1	2	3	Training of Teachers	Contracted regional education service center	211-13-6239-04N-044-30-510-000000-25F10	\$52.00
1	1	2	5	Snacks for tutoring	Snacks or incentives for students	211-11-6499-04N-044-30-510-000000-25F10	\$52.98
2	1	1	1	Title 1 Read/Math Resource Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-044-30-510-000000-25F10	\$74,043.01
4	1	1	2	Extra duty help	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-044-30-510-000000-25F10	\$500.00
Sub-Total							\$145,248.00
Budgeted Fund Source Amount							\$145,248.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for parents	Snacks for parents to promote participation	211-61-6499-04L-044-30-510-000000-25F10	\$2,000.00
4	1	1	1	Resources for parents	Take home books for parental engagement	211-61-6329-04L-044-30-510-000000-25F10	\$580.00
4	1	1	1	Translations	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-044-30-510-000000-25F10	\$500.00
4	1	1	1	Supplies and materials for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-044-30-510-000000-25F10	\$1,000.00
Sub-Total							\$4,080.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$4,080.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Instructional supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-044-11-273-000000-	\$5,760.00
1	1	1	3	Subs for PD	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-044-11-273-000000-	\$2,000.00
1	1	1	3	Extra duty pay for tutoring	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-044-11-273-000000-	\$1,000.00
1	1	1	3	Extra duty pay for tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-044-11-273-000000-	\$2,000.00
1	1	2	6	Extra duty pay for teachers	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-044-11-273-000000-	\$3,000.00
1	2	1	2	Subs for learning walks	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-044-11-273-000000-	\$2,000.00
2	2	1	2	Subs for walk-throughs	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-044-11-273-000000-	\$2,000.00
3	1	1	1	Supplies for Advisory	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-044-11-273-000000-	\$2,000.00
3	2	1	3	Extra duty pay of teachers	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-044-11-273-000000-	\$2,000.00
Sub-Total							\$21,760.00
Budgeted Fund Source Amount							\$21,760.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	4	Supplies and incentives for GT activities	GENERAL SUPPLIES		\$2,061.00
Sub-Total							\$2,061.00
Budgeted Fund Source Amount							\$2,061.00

GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	2	1	2	Supplies and instructional materials	GENERAL SUPPLIES		\$1,000.00	
3	2	1	2	Supplies and instructional material	INSTRUCTIONAL MATERIALS		\$1,081.00	
							Sub-Total	\$2,081.00
							Budgeted Fund Source Amount	\$2,081.00
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	4	Instructional supplies	GENERAL SUPPLIES		\$2,712.00	
1	1	1	4	Extra duty support	EXTRA DUTY - PROFESSIONAL		\$3,000.00	
1	1	1	4	Instructional materials	INSTRUCTIONAL MATERIALS		\$3,000.00	
							Sub-Total	\$8,712.00
							Budgeted Fund Source Amount	\$8,712.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	3	Extra duty pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$3,500.00	
2	1	1	3	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$3,000.00	
2	1	1	3	Instructional materials	Supplies and materials for instructional use	199-11-6399-001-044-24-273-000000-	\$2,240.00	
3	1	1	1	Incentives and snacks	Supplies and materials for instructional use	199-11-6399-001-044-24-273-000000-	\$1,000.00	
4	1	1	2	Extra duty help	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$500.00	

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$10,240.00
Budgeted Fund Source Amount							\$10,240.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	4	Instructional supplies	Supplies and materials - instruction	199-11-6399-001-044-25-273-000000	\$3,344.00
Sub-Total							\$3,344.00
Budgeted Fund Source Amount							\$3,344.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Instructional supplies for PLCs	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-044-99-273-000000-	\$2,000.00
2	1	1	2	General supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-044-99-273-000000-	\$1,000.00
2	1	1	2	General Supplies	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-044-99-273-000000-	\$6,000.00
2	1	1	2	Extra duty help for counseling department	GUIDANCE & COUNSELING SVC EXTRA DUTY/OT - SUPPORT	199-31-6121-XXX-044-99-273-000000-	\$1,000.00
2	1	1	2	General supplies for Nurse	HEALTH SERVICE GENERAL SUPPLIES	199-33-6399-XXX-044-99-273-000000-	\$1,000.00
2	1	1	2	General supplies counseling department	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-044-99-273-000000-	\$1,000.00
2	1	1	2	Travel for PD	INSTRCTNL RES/MED SVCS TRAVEL - EMPLOYEE ONLY	199-12-6411-XXX-044-99-273-000000-	\$2,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2	Admin technology	SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-044-99-273-000000-	\$3,000.00
2	1	1	2	General supplies for each department	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-044-99-273-000000-	\$3,760.00
2	1	1	2	Building maintaince	PLANT MAINT & OPERATION SUPPLIES MAINT & OPERATION	199-51-6319-XXX-044-99-273-000000-	\$1,000.00
Sub-Total							\$21,760.00
Budgeted Fund Source Amount							\$21,760.00
+/- Difference							\$0.00
Grand Total Budgeted							\$219,286.00
Grand Total Spent							\$219,286.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024