

**Fort Worth Independent School District**  
**161 Sam Rosen Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

***The Sam Rosen Community: Challenging and engaging scholars in a safe, inclusive, and positive environment.***

## Vision

***Empowering all students to achieve social and academic growth to become leaders of tomorrow.***

## Core Beliefs

### Sam Rosen Core 4

1. Respect – Treat all students and colleagues with esteem and courtesy, both in action and in words.
2. Perseverance – Push through challenges to meet goals and deliver service. Demonstrate effort, grit, & resilience in our work.
3. Compassion – Show sympathy and empathy for all. Support and assist students & colleagues to reach their goals.
4. Positive Attitude - A positive culture starts with a positive attitude!

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# Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

## Demographics

### Demographics Summary

Sam Rosen ES is a PK-5 campus located in North Side Fort Worth, Texas. Sam Rosen ES serves a primarily Latino community (95.8% of of students) that is 93% Economically Disadvantaged with 93% of students qualifying for Free/Reduced Lunch. Sam Rosen ES currently has twenty-nine teachers, four Teacher Assistants, one Instructional Coach, one Assistant Principal and one Principal. Some additional details about our campus includes:

- Current Enrollment: 385
- 2024-25 Projection: 380
- Attendance Rate to date for 23-24: 93.52%
- Current ADA: 93.53% with average of 5 students absent per day
- Current Chronic Absence Rate: 24.8%

There are currently 95 students with seven or more unexcused absences this year.

### Demographics Strengths

1. True neighborhood school
2. Positive campus climate & culture
3. 93.0% (374/402) Free/Reduced Lunch
4. 95.8% (385/402) Hispanic population
5. 93% Economic Disadvantaged
6. 56.7% students in the Bilingual/ESL Program
7. 79.6% At-Risk
8. Weekly PLCs to plan lesson, internalize lessons, review data, discuss refocus plans for low Student Expectations, and update campus needs
9. 11.9% of campus teachers have a Master's degree or higher
10. 25.5% of teachers have 11-20 years of experience

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Sam Rosen ES has approximately 27 students who are chronically absent or tardy for the 2023-2024 school year. **Root Cause:** Systems for incentivizing attendance have not generated sufficient/a critical mass of buy-in or motivation to further impact attitudes that encourage attendance across all grade levels.

**Problem Statement 2:** Student enrollment at Sam Rosen ES has been steadily declined over the past 7 years. **Root Cause:** As demographics in the neighborhood shift to an older population with grown children, we have not messaged effectively to families with school aged children in the area to build excitement in and enroll at Sam Rosen ES.

# Student Learning

## Student Learning Summary

The faculty's main focus this year on Student Learning was to continue growing our students, but also meeting achievement metrics across MAP Growth & STAAR. As such, setting targets at BOY, monitoring data to ensure teachers were on track, and making the necessary instructional adjustments was critical to ensuring that targets were met at EOY. Coaching and feedback cycles as well as campus professional development and support from the Campus Instructional Coach were critical to assist teachers in helping their students meet their EOY goals. As evidence:

- Students across the campus grew an average of 8 RIT points from BOY to MOY MAP Growth Testing in Reading & Math and 9 RIT points in Spanish Reading.
- Math Growth Projections were met or exceeded in 3rd, 4th, and 5th grade.
- English Reading Growth Projections were met or exceeded in 2nd, 3rd, 4th, and 5th grade.

## MAP Growth RIT Score by Grade Level

| Grade Level           | Math                        | Reading                     | Spanish Reading             |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|
| <b>Kinder</b>         | from 135 to 145 (10 points) | from 133 to 141 (8 points)  | from 130 to 150 (20 points) |
| <b>1st Grade</b>      | from 153 to 162 (9 points)  | from 150 to 158 (8 Points)  | from 153 to 159 (6 points)  |
| <b>2nd Grade</b>      | from 166 to 177 (11 points) | from 159 to 168 (9 points)  | from 161 to 167 (6 points)  |
| <b>3rd Grade</b>      | from 180 to 189 (9 points)  | from 176 to 186 (10 points) | from 179 to 189 (10 points) |
| <b>4th Grade</b>      | from 190 to 197 (7 points)  | from 189 to 198 (9 points)  | NA                          |
| <b>5th grade</b>      | from 201 to 205 (4 points)  | from 196 to 200 (4 points)  | NA                          |
| <b>Campus Overall</b> | from 174 to 182 (8 points)  | from 172 to 180 (8 points)  | from 159 to 168 (9 points)  |

### Math Percent Met Projection

| Grade Level    | 2021  | 2022  | 2023  |
|----------------|-------|-------|-------|
| Kinder         | 29%   | 52%   | 69%   |
| 1st Grade      | 42%   | 32%   | 56%   |
| 2nd Grade      | 49%   | 48%   | 56%   |
| 3rd Grade      | 61%   | 67%   | 77%   |
| 4th grade      | 45%   | 59%   | 70%   |
| 5th grade      | 40%   | 65%   | 59%   |
| Campus Overall | 44.3% | 53.8% | 64.5% |

### Reading English Percent Met Projection

| Grade Level    | 2021  | 2022  | 2023 |
|----------------|-------|-------|------|
| Kinder         | 33%   | 45%   | 47%  |
| 1st Grade      | 17%   | 16%   | 48%  |
| 2nd Grade      | 33%   | 53%   | 41%  |
| 3rd Grade      | 31%   | 60%   | 65%  |
| 4th grade      | 39%   | 56%   | 70%  |
| 5th grade      | 54%   | 55%   | 55%  |
| Campus Overall | 34.5% | 47.5% | 54%  |

### Reading Spanish Percent Met Projection

| Grade Level | 2021 | 2022 | 2023       |
|-------------|------|------|------------|
| Kinder      | 13%  | 60%  | <b>87%</b> |
| 1st Grade   | 34%  | 31%  | <b>30%</b> |
| 2nd Grade   | 36%  | 36%  | <b>19%</b> |

| Grade Level    | 2021  | 2022 | 2023 |
|----------------|-------|------|------|
| 3rd Grade      | 26%   | 61%  | 88%  |
| 4th Grade      | NA    | NA   | NA   |
| 5th Grade      | NA    | NA   | NA   |
| Campus Overall | 27.3% | 47%  | 56%  |

STAAR Results still pending

TELPAS Composite Results

| Grade Level | 2021 | 2022 | 2023 |
|-------------|------|------|------|
| Kinder      | 1.1  | 1.4  |      |
| 1st Grade   | 2.0  | 2.0  |      |
| 2nd Grade   | 2.1  | 2.0  |      |
| 3rd Grade   | 2.5  | 2.6  |      |
| 4th Grade   | 2.7  | 2.6  |      |
| 5th Grade   | 2.7  | 3.0  |      |

TELPAS Students who progressed at least one Proficiency level

- 1st Grade - 70%
- 2nd Grade - 24%
- 2nd Grade - 45%
- 3rd Grade - 24%
- 5th Grade - 39%

### Student Learning Strengths

Consistent growth in MAP Growth Reading and Math in all grade levels with an average of 8 RIT Points gained by students across the campus from BOY to MOY Testing

| Grade Level | Math                               | Reading                            | Spanish Reading                    |
|-------------|------------------------------------|------------------------------------|------------------------------------|
| Kinder      | from 133.8 to 156.1<br>(22 points) | from 133.2 to 149.6<br>(16 points) | from 129.9 to 159.3 (29<br>points) |



| Grade Level    | Math                                 | Reading                            | Spanish Reading                         |
|----------------|--------------------------------------|------------------------------------|---|
| 1st Grade      | from 153 to 171.6<br>(19 points)     | from 150.1 to 166.3<br>(16 Points) | from 152.7 to 167.1 (14<br>points)      |
| 2nd Grade      | from 166.8 to 185.3<br>(19 points)   | from 159.8 to 174.3<br>(15 points) | from 159.9 to 169.8 (10<br>points)      |
| 3rd Grade      | from 179.5 to 199.1<br>(20 points)   | from 175.5 to 191.6<br>(16 points) | from 178.9 to 192.6 (14<br>points)      |
| 4th Grade      | from 193.3 to 206<br>(13 points)     | from 190.1 to 204 (14<br>points)   | NA                                      |
| 5th grade      | from 201.3 to 212.1<br>(11 points)   | from 196.5 to 205.8<br>(9 points)  | NA                                      |
| Campus Overall | from 171.3 to 188.4<br>(17.1 points) | from 150.9 to 181.9<br>(31 points) | from 155.35 to 172.20<br>(16.85 points) |

### Math Percent Met Projection

| Grade Level    | 2021  | 2022  | 2023  |
|----------------|-------|-------|-------|
| Kinder         | 29%   | 52%   | 69%   |
| 1st Grade      | 42%   | 32%   | 56%   |
| 2nd Grade      | 49%   | 48%   | 56%   |
| 3rd Grade      | 61%   | 67%   | 77%   |
| 4th grade      | 45%   | 59%   | 70%   |
| 5th grade      | 40%   | 65%   | 59%   |
| Campus Overall | 44.3% | 53.8% | 64.5% |

### Reading English Percent Met Projection

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### Reading Spanish Percent Met Projection

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| 5th Grade      | NA    | NA   | NA   |
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### TELPAS Composite Results

| Grade Level | 2021 | 2022 | 2023 |
|-------------|------|------|------|
| Kinder      | 1.1  | 1.4  |      |
| 1st Grade   | 2.0  | 2.0  |      |

| Grade Level | 2021 | 2022 | 2023 |
|-------------|------|------|------|
| 2nd Grade   | 2.1  | 2.0  |      |
| 3rd Grade   | 2.5  | 2.6  |      |
| 4th Grade   | 2.7  | 2.6  |      |
| 5th Grade   | 2.7  | 3.0  |      |

TELPAS Students who progressed at least one Proficiency level

- 1st Grade- 70%
- 2nd Grade-24%
- 2nd Grade- 45%
- 3rd Grade-24%
- 5th Grade-39%

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. **Root Cause:** Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify & Eureka to impact Tier 1 instruction.

**Problem Statement 2:** Campus MAP Growth Math & Reading Met Achievement Projection Percentages indicates uneven performance for students meeting achievement projection targets across all grade levels. **Root Cause:** To address continued misconceptions and achievement gaps , teachers need additional PD & support in creating focused learning objectives & differentiating Tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional & Curricular

The Sam Rosen ES Instructional Coach, Data Analyst, and Admin support teachers by scheduling weekly walkthroughs with feedback and follow-up walkthroughs to ensure feedback is implemented. Close coordination between Instructional Coach and Admin ensure that feedback is aligned, consistent and meaningful to ensure instruction and student outcomes are impacted. Faculty participate in weekly PLCs to plan and internalize Amplify & Eureka lessons, share ideas, lessons, resources, and strategies to impact teaching and learning, as well as share and track data.

### Personnel

The Sam Rosen Admin Team is intentional in collaborating with staff when recruiting and retaining new hires. The Admin Team actively enlists teacher leaders and team members to interview prospective candidates to ensure they are a good fit for the campus and share the same values, beliefs, and vision in addition to having the skill set necessary to teach proficiently and effectively. Once hired and inducted, they are paired with a veteran team member to ensure indoctrination in campus norms, procedures, and expectations.

### Organizational & Administrative

Collaboration and staff input are cornerstones of the organizational culture and vision at Sam Rosen ES. Teacher leaders and Admin regularly collaborate on initiatives and flesh out ideas before presenting them to SBDM and the faculty at large. From there, teacher input further refines and shapes proposed campus initiatives to ensure that roles and expectations are clear for all stakeholders. This organizational and administrative process ensures buy-in from the majority of stakeholders, address needs pertinent to our community, and ensures that student outcomes are prioritized.

## School Processes & Programs Strengths

1. Instructional Coaches and Admin support and feedback through weekly walkthroughs and weekly PLCs.
2. Students in K-3 exceeded MAP Growth Reading goals by 5%.
3. FWAS Program continued with consistent in-person attendance
4. 1:1 Chromebooks in PK-5 with teachers deploying a variety of tools to enhance learning (Lexia Core 5, DreamBox, PearDeck, Affirm, etc.)
5. 100% of classrooms have newly installed BenQ Digital boards that teachers use consistently to present their lessons and

encourage student engagement.

6. Reinforced parent support for PTO 2023-2024.
7. Successfully reintegrated parent visits during lunch.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** In 2023-2024, we are not meeting grade level writing TEKS expectations **Root Cause:** No systematic and explicit instruction on Writing TEKS that incorporates multiple writing modalities, including online writing formats and new STAAR Writing format.

**Problem Statement 2:** In 2023, we are still not meeting 100% weekly campus usage on Lexia & DreamBox. **Root Cause:** Campus system is not effectively incentivizing usage to meet usage goals for teachers or students.

# Perceptions

## Perceptions Summary

Collaboration and staff input are cornerstones of the organizational culture and vision at Sam Rosen ES. Teacher leaders and Admin regularly collaborate on initiatives and flesh out ideas before presenting them to SBDM and the faculty at large. From there, teacher input further refines and shapes proposed campus initiatives to ensure that roles and expectations are clear for all stakeholders. This organizational and administrative process ensures buy-in from the majority of stakeholders, address needs pertinent to our community, and ensures that student outcomes are prioritized. As a result of this collaborative organizational culture, Sam Rosen ES has been able to achieve the following:

1. Create a revamped comprehensive counseling program for K-5.
2. Continued with high parent attendance at school events. (Average of 65% of families attending school events as of December 2023)
3. Consistent communication (1-2 posts per week) via social media (ClassDojo, BlackBoard/ParentLink, & Facebook) to keep campus stakeholders abreast of the latest campus news and events.
4. Visibility of at least 5-8 staff members during morning drop-off.
5. Continued with parent classes to give parents additional tools they can use with their children.

## Perceptions Strengths

1. Comprehensive counseling program for K-5
2. High parent attendance at school events. (Average of 65% of families attending school events)
3. Consistent communication (1-2 posts per week) via social media (ClassDojo, BlackBoard/ParentLink, & Facebook) to keep campus stakeholders abreast of the latest campus news and events.
4. Visibility of at least 5-8 staff members during morning drop-off.
5. Continued engaging families through "Raising Highly Capable Kids" classes to give parents additional tools they can use with their children.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our PBIS Initiative is not generating sufficient traction or buy-in from students and staff to impact our campus culture. **Root Cause:** Unclear expectations around character values mixed with academic recognition are impacting buy-in of PBIS Initiative.

**Problem Statement 2:** Parent involvement at the classroom level remains low at Sam Rosen ES requiring the need to re-engage with our parents and community. **Root Cause:** Not

effectively engaging parents to assist at the classroom level on a day-to-day basis is impacting the quality of parental involvement to more readily impact campus academic achievement & campus culture.

# Priority Problem Statements

**Problem Statement 1:** MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY.

**Root Cause 1:** Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify & Eureka to impact Tier 1 instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Sam Rosen ES has approximately 27 students who are chronically absent or tardy for the 2023-2024 school year.

**Root Cause 2:** Systems for incentivizing attendance have not generated sufficient/a critical mass of buy-in or motivation to further impact attitudes that encourage attendance across all grade levels.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our PBIS Initiative is not generating sufficient traction or buy-in from students and staff to impact our campus culture.

**Root Cause 3:** Unclear expectations around character values mixed with academic recognition are impacting buy-in of PBIS Initiative.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In 2023-2024, we are not meeting grade level writing TEKS expectations

**Root Cause 4:** No systematic and explicit instruction on Writing TEKS that incorporates multiple writing modalities, including online writing formats and new STAAR Writing format.

**Problem Statement 4 Areas:** School Processes & Programs



# 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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
- 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
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: May 15, 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 PK students who score On Track on Circle Phonological Awareness in English from 52% to 65% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 73% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 65% by May 2025.

### High Priority

### HB3 Goal

**Evaluation Data Sources:** CIRCLE Phonological Assessment

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the Creative Curriculum to improve mastery of PK Guidelines for foundational literacy skills in all PreK classrooms.

**Strategy's Expected Result/Impact:** \* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their CIRCLE Phonological Awareness goals.

\* By October 2024, 100% of teachers will engage in PLCs to create scaffolded Lesson Objectives and activities that support gradual release at the level of rigor of the PK Guidelines in literacy.

\* By September 2024, 100% of teachers & PK Teacher Assistants will engage in focused small group instruction aimed at accelerating learning to meet CIRCLE Phonological Awareness goals.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

### Title I:

2.4, 2.5, 2.6

### - TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details   | Reviews  |     |           |      |
|---|--|-----|-----------|------|
| <p><b>Action Step 1:</b> By September 2024, 100% of PK teachers will plan integrated literacy learning opportunities aligned to the PK Guidelines &amp; student needs identified by CLI using GOLD.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Literacy Dept., Early Learning Dept. &amp; Vendor</p> <p><b>Date(s) / Timeframe:</b> Nov 1, Jan 10, Mar 7 &amp; Jun 6</p> <p><b>Collaborating Departments:</b> Literacy Dept., Early Learning Dept., Learning &amp; Leading</p> <p><b>Delivery Method:</b> Face-to-face PD</p> <p><b>Funding Sources:</b> Supplies &amp; materials - SCE (199 PIC 24) - 199-11-6399-001-161-24-313-000000- - \$800, In-House Staff Development/PLC Logistics - UNDISTRIBUTED (199 PIC 99) - 199-13-6499-XXX-161-99-313-000000- - \$800</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  |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</p> |

**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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 60% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 46% to 60% by May 2025.

Increase the percentage of Kindergarten - Grade 3 Economically Disadvantaged students who Meet or Exceed grade level expectations on key Spanish MAP Fluency indicators from 46% to 60% by May 2025.

**High Priority****HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, & EOY MAP Fluency Data

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the high quality Tier 1 instruction aligned to the TEKS and student needs identified by MAP Reading Fluency testing & Progress Monitoring to improve fluency and literacy comprehension in all K-3 classrooms through focused differentiated & scaffolded instruction.

**Strategy's Expected Result/Impact:** \* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their MAP Fluency targets at BOY, MOY, & EOY.

\* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet MAP Fluency targets at MOY & EOY.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Professional development to support teachers in identifying the Focus TEKS, scaffolds, and differentiation for Foundational Skills lessons to ensure focused Tier 1 instruction aligned to the TEKS.</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Admin</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Literacy Dept., &amp; Lexia/Core 5, Amplify, NWEA Vendors</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Literacy Dept., Learning &amp; Leading</p> <p><b>Delivery Method:</b> Face-to-face PD</p> <p><b>Funding Sources:</b> Supplies and materials - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$4,000, Reading materials &amp; resources - BEA (199 PIC 25) - 199-11-6329-001-161-25-313-000000 - \$523</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |           |      |

**Performance Objective 2 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</p> |

**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 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 65% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 51% to 65% by May 2025.

Increase the percentage of Economically Disadvantaged students on our campus who meet or exceed projected growth on Spanish MAP Growth Reading from 51% to 65% by May 2025.

**High Priority****HB3 Goal**

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the DDI planning process, progress monitoring on Branching Minds, adjustment of instruction through DDI weekly data meetings, and deployment of exit tickets to improve student outcomes in MAP Growth Reading.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet MAP Met Projection Percentages.

\* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their MAP Growth learning targets at BOY, MOY, & EOY.

\* By February 2025, 100% of teachers will engage in PLCs focused on accelerating small group instruction to ensure all students meet their MAP Growth learning targets at EOY.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

\* By May 2025, NWEA MAP Growth data for Special Education students will demonstrate an increase above 20% from BOY to EOY.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools


**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1


| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Refine implementation of DDI data analysis and planning protocols to support teacher collaboration in the development of quality Tier 1 instruction utilizing approved district resources aligned with FWISD curriculum frameworks to meet student needs.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department , Multilingual Education Department, ADQ, Campus Admin, Learning &amp; Leading, Amplify, NWEA</p> <p><b>Delivery Method:</b> Face-to-face PLCs</p> <p><b>Funding Sources:</b> Chart paper, copy paper, markers, ink/toner - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,500, Supplies &amp; materials - SCE (199 PIC 24) - 199-11-6399-001-161-24-313-000000- - \$1,000, Substitute teachers to cover classes - TITLE I (211) - 211-11-6112-0PD-161-30-510-000000-25F10 - \$1,335, Supplies &amp; materials - BEA (199 PIC 25) - 199-11-6399-001-161-25-313-000000 - \$500, Supplies &amp; materials - SPED (199 PIC 23) - \$1,544, Tutoring - TITLE I (211) - 211-11-6116-04E-161-30-510-000000-25F10 - \$2,500, Supplies &amp; materials - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,250, General Supplies &amp; Materials - Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-161-99-313-000000- - \$500, Copier Rental - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-161-99-313-000000- - \$3,700, Library Materials - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-161-99-313-000000- - \$2,900, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-161-11-313-000000- - \$250</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</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 PK students who score On Track on Circle Math from 61% to 70% by May 2025.

Increase the percentage of PK students who score On Track on Spanish Circle Math from 77% to 90% by May 2025.

Increase the percentage of Economically Disadvantaged students on our campus who score on track on Circle Math English from 52% to 70% by May 2025

### **High Priority**

### **HB3 Goal**

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the Creative Curriculum to improve mastery of PK Guidelines for math skills in all PreK classrooms.

**Strategy's Expected Result/Impact:** \* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their CIRCLE Math goals.

\* By October 2024, 100% of teachers will engage in PLCs to create scaffolded Lesson Objectives and activities that support gradual release at the level of rigor of the PK Guidelines in Math.

\* By September 2024, 100% of teachers & PK Teacher Assistants will engage in focused small group instruction aimed at accelerating learning to meet CIRCLE Math goals.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

#### **- ESF Levers:**

Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> By September 2024, 100% of PK teachers will plan integrated math learning opportunities aligned to the PK Guidelines &amp; student needs identified by CLI using GOLD.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Literacy Dept., &amp; Early Learning Dept.</p> <p><b>Date(s) / Timeframe:</b> Nov 1, Jan 10, Mar 7 &amp; Jun 6</p> <p><b>Collaborating Departments:</b> Literacy Dept., Early Learning Dept., Learning &amp; Leading</p> <p><b>Delivery Method:</b> Face-to-face PD</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:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</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 2:** Increase the percentage of Kinder students who score On Track on English TX-KEA Math from 41% to 50% by May 2025.  
Increase the percentage of Emergent Bilinguals students from 27% to 37% by May 2025.

### **High Priority**

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the the DDI planning process, progress monitoring on Branching Minds, adjustment of instruction through DDI weekly data meetings, and deployment of exit tickets to improve On-Track performance on TX-KEA Math.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet On-Track performance on TX-KEA Math.

\* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their TX-KEA Math On-Track learning targets at EOY.

\* By February 2025, 100% of teachers will engage in PLCs focused on accelerating small group instruction to ensure all students meet their performance on On-Track TX-KEA Math learning targets at EOY.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

\* By May 2025, On-Track TX-KEA data for Special Education students will demonstrate an increase above 20% from BOY to EOY.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Refine implementation of DDI data analysis and planning protocols to support teacher collaboration in the development of quality Tier 1 instruction utilizing approved district resources aligned with FWISD curriculum frameworks to meet student needs.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Math Department , Multilingual Education Department, ADQ, Campus Admin, Learning &amp; Leading, Eureka, NWEA</p> <p><b>Delivery Method:</b> Face-to-face PLCs</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |           |     |           |      |

**Performance Objective 2 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 55% to 70% by May 2025.

Increase the percentage of Economically Disadvantaged students on our campus who Meet or Exceed projected growth on MAP Growth Math from 54% to 70% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Math

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the high quality Tier 1 instruction aligned to the TEKS and student needs identified by MAP Growth Math & Progress Monitoring to improve mastery of math skills in all K-5 classrooms through focused differentiated & scaffolded instruction.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet MAP Met Projection Percentages.

\* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their MAP Math Growth learning targets at BOY, MOY, & EOY.

\* By February 2025, 100% of teachers will engage in PLCs focused on accelerating small group instruction to ensure all students meet their MAP Growth learning targets at EOY.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

\* By May 2025, NWEA MAP Growth data for Special Education students will demonstrate an increase above 20% from BOY to EOY.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Refine implementation of DDI data analysis and planning protocols to support teacher collaboration in the development of quality Tier 1 instruction utilizing approved district resources aligned with FWISD curriculum frameworks to meet student needs.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Math Department , Multilingual Education Department, ADQ, Campus Admin, Learning &amp; Leading, Eureka, NWEA</p> <p><b>Delivery Method:</b> Face-to-face PLCs</p> <p><b>Funding Sources:</b> Substitute teachers to cover classes - TITLE I (211) - 211-11-6112-0PD-161-30-510-000000-25F10 - \$1,335, Chart paper, copy paper, markers, ink/toner - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,500, Supplies &amp; materials - SCE (199 PIC 24) - 199-11-6399-001-161-24-313-000000- - \$1,000, Supplies &amp; materials - BEA (199 PIC 25) - 199-11-6399-001-161-25-313-000000 - \$500, Supplies &amp; materials - SPED (199 PIC 23) - \$1,544, Tutoring - TITLE I (211) - 211-11-6116-04E-161-30-510-000000-25F10 - \$2,500, Supplies &amp; materials - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,250, General Supplies &amp; Materials - Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-161-99-313-000000- - \$500, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-161-11-313-000000- - \$250</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |






**Performance Objective 3 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</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 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 47% by May 2025. Increase the percentage of 3-5 grade Economically Disadvantaged students on our campus scoring at MEETS or above on STAAR Reading Spanish from 28% to 47% by May 2025.

#### **High Priority**

#### **HB3 Goal**

**Evaluation Data Sources:** Performance measures on district reading benchmarks and STAAR Reading

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of high quality Tier 1 instruction aligned to the TEKS and student needs identified by STAAR Reading Interim Exams, MAP Growth Reading & Progress Monitoring to improve mastery of literacy skills in all K-5 classrooms through focused differentiated & scaffolded instruction.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet STAAR growth targets and achievement at Meets & Masters.

\* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their STAAR growth targets & achieve at the Meets & Masters level on STAAR.

\* By February 2025, 100% of teachers will engage in PLCs focused on accelerating small group instruction to ensure all students meet their STAAR growth learning targets at EOY.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

\* By May 2025, STAAR Growth target data for Special Education & Emergent Bilingual students will demonstrate an increase above 20% from previous year.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

#### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Refine implementation of DDI data analysis and planning protocols to support teacher collaboration in the development of quality Tier 1 instruction utilizing approved district resources aligned with FWISD curriculum frameworks to meet student needs.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin<br/> <b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC<br/> <b>Date(s) / Timeframe:</b> August 2024 - May 2025<br/> <b>Collaborating Departments:</b> Literacy Department , Multilingual Education Department, ADQ, Campus Admin, Learning &amp; Leading, Amplify, NWEA<br/> <b>Delivery Method:</b> Face-to-face PLCs</p> <p><b>Funding Sources:</b> Title I Bilingual TA - TITLE I (211) - 211-11-6129-04E-161-30-510-000000-25F10 - \$13,447, STAAR prep materials - SCE (199 PIC 24) - 199-11-6329-001-161-24-313-000000- - \$1,000, Supplies &amp; materials - SPED (199 PIC 23) - \$1,544, Supplies &amp; materials - GT (199 PIC 21) - \$311, Supplies &amp; materials - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,250, General Supplies &amp; Materials - Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-161-99-313-000000- - \$3,700, TEPSA Membership - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-161-99-313-000000- - \$700, Technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-161-99-313-000000- - \$1,500, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-161-11-313-000000- - \$250</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</p> |



### **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 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 45% by May 2025.  
Increase the percentage of 3rd-5th grade Economically Disadvantaged students on our campus scoring at MEETS or above on STAAR Math from 18% to 45% by May 2025.

#### **High Priority**

**Evaluation Data Sources:** Performance measures on district math benchmarks and STAAR Math

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of high quality Tier 1 instruction aligned to the TEKS and student needs identified by STAAR Math Interim Exams, MAP Growth Math & Progress Monitoring to improve mastery of math skills in all K-5 classrooms through focused differentiated & scaffolded instruction.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet STAAR growth targets and achievement at Meets & Masters.

\* By October 2024, 100% of teachers will engage in PD on differentiation and scaffolding focused on accelerating Tier 1 whole group instruction to ensure all students meet their STAAR growth targets & achieve at the Meets & Masters level on STAAR.

\* By February 2025, 100% of teachers will engage in PLCs focused on accelerating small group instruction to ensure all students meet their STAAR growth learning targets at EOY.

\* By May 2025, 90% of coaching conversations documented on STRIVE will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment.

\* By May 2025, STAAR Growth target data for Special Education & Emergent Bilingual students will demonstrate an increase above 20% from previous year.

\* By May 2025, 90% of PLCs observed will focus on equity, standards alignment, planning, collaboration, and progress monitoring

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers

#### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### **- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Refine implementation of DDI data analysis and planning protocols to support teacher collaboration in the development of quality Tier 1 instruction utilizing approved district resources aligned with FWISD curriculum frameworks to meet student needs.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Math Department , Multilingual Education Department, ADQ, Campus Admin, Learning &amp; Leading, Eureka, NWEA</p> <p><b>Delivery Method:</b> Face-to-face PLCs</p> <p><b>Funding Sources:</b> Title I Bilingual TA - TITLE I (211) - 211-11-6129-04E-161-30-510-000000-25F10 - \$13,447, STAAR prep materials - SCE (199 PIC 24) - 199-11-6329-001-161-24-313-000000- - \$1,000, Supplies &amp; materials - SPED (199 PIC 23) - \$1,546, Supplies &amp; materials - GT (199 PIC 21) - \$311, Family Science Night - TITLE I (211) - 211-61-6299-04L-161-30-510-000000-25F10 - \$800, Supplies &amp; materials - TITLE I (211) - 211-11-6399-04E-161-30-510-000000-25F10 - \$2,250, General Supplies &amp; Materials - Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-161-99-313-000000- - \$3,700, Technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-161-99-313-000000- - \$1,500, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-161-11-313-000000- - \$250</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |



**Performance Objective 2 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> MAP Growth data indicates growth across grade levels, but students are not meeting their learning targets to impact growth at the 50th percentile or above from BOY/MOY to EOY. <b>Root Cause:</b> Need additional professional development on unpacking TEKS to create quality Lesson Objectives for Amplify &amp; Eureka to impact Tier 1 instruction.</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 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 20.5% to 10% by May 2025.

Decrease the number and percentage of Economically Disadvantaged students who have excessive absences (1 or more courses below 90% attendance) from 21% to 10% by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus Data Attendance

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** By May 2025, daily attendance rate will improve from 94% to 96%.

By May 2025, student learning outcomes for chronically absent students as measured by MAP Growth projection attainment will increase by 10%.

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Counselor, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Continue to refine, implement and monitor attendance system to identify and address chronic absenteeism (7 or more absences) as well as motivate students to improve campus-wide attendance rates.</p> <p><b>Intended Audience:</b> Parents of students with chronic absences, Attendance committee, Students, Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Attendance Administrator, Clerk, Teachers, Family Engagement Specialist, Principal, Counselor, PBIS Committee, Attendance Committee</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Parent Partnerships, Counseling</p> <p><b>Delivery Method:</b> Face-to-face</p> <p><b>Funding Sources:</b> Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-161-30-510-000000-25F10 - \$32,276, Technology - newsletter for parent engagement - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-161-30-510-000000-25F10 - \$1,000, Supplies &amp; materials for parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-161-30-510-000000-25F10 - \$1,000, Snacks to promote parent participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-161-30-510-000000-25F10 - \$280, Extra Duty for Campus Monitor During Family Engagement Events - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-161-99-313-000000- - \$300</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:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> Sam Rosen ES has approximately 27 students who are chronically absent or tardy for the 2023-2024 school year. <b>Root Cause:</b> Systems for incentivizing attendance have not generated sufficient/a critical mass of buy-in or motivation to further impact attitudes that encourage attendance across all grade levels.</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 Economically Disadvantaged students on our campus from 1.1% to 1% by May 2025.

**High Priority**

**Evaluation Data Sources:** Discipline Data

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, ILT, PLCs, Pyramid, SBDM, PBIS Committee, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved campus climate & student outcomes.

**Strategy's Expected Result/Impact:** By October 2024, 100% of teachers will create a safe space with tools to de-escalate disruptive behavior and improve self-regulation.

By May 2025, disruptive discipline incidents will remain under 30 documented referrals.

**Staff Responsible for Monitoring:** Admin, Instructional Coach, Counselor, Teachers

**Title I:**

2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <b>Action Step 1:</b> Teachers and students create a Respect Agreement and make reference to the agreement daily.<br><b>Intended Audience:</b> Teachers and students<br><b>Provider / Presenter / Person Responsible:</b> Teachers, Counselor, Admin<br><b>Date(s) / Timeframe:</b> August 2024 - May 2025<br><b>Collaborating Departments:</b> Counseling, Parent Partnerships<br><b>Delivery Method:</b> Face-to-face | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

| Action Step 2 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 2:</b> Establish a safe space in the classroom for students to de-escalate/regulate emotions &amp; train teachers on how to implement in the classroom.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Counselor, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Counseling/Student Support Services</p> <p><b>Delivery Method:</b> Face-to-face</p> <p><b>Funding Sources:</b> Supplies and materials for safe space - TITLE I (211) - 211-11-6499-04E-161-30-510-000000-25F10 - \$1,000</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |           |      |

**Performance Objective 2 Problem Statements:**

| Perceptions   |
|---|
| <p><b>Problem Statement 1:</b> Our PBIS Initiative is not generating sufficient traction or buy-in from students and staff to impact our campus culture. <b>Root Cause:</b> Unclear expectations around character values mixed with academic recognition are impacting buy-in of PBIS Initiative.</p> |

# Campus Funding Summary

| TITLE I (211) |                       |          |             |   |   |   |             |
|---------------|-----------------------|----------|-------------|---|---|---|-------------|
| Goal          | Performance Objective | Strategy | Action Step | Resources Needed                            | Description   | Account Code                            | Amount      |
| 1             | 2                     | 1        | 1           | Supplies and materials                      | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$4,000.00  |
| 1             | 3                     | 1        | 1           | Chart paper, copy paper, markers, ink/toner | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,500.00  |
| 1             | 3                     | 1        | 1           | Tutoring                                    | Extra duty pay for tutoring after hours (Teacher)           | 211-11-6116-04E-161-30-510-000000-25F10 | \$2,500.00  |
| 1             | 3                     | 1        | 1           | Substitute teachers to cover classes        | Subs for professional development                           | 211-11-6112-0PD-161-30-510-000000-25F10 | \$1,335.00  |
| 1             | 3                     | 1        | 1           | Supplies & materials                        | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,250.00  |
| 2             | 3                     | 1        | 1           | Substitute teachers to cover classes        | Subs for professional development                           | 211-11-6112-0PD-161-30-510-000000-25F10 | \$1,335.00  |
| 2             | 3                     | 1        | 1           | Supplies & materials                        | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,250.00  |
| 2             | 3                     | 1        | 1           | Tutoring                                    | Extra duty pay for tutoring after hours (Teacher)           | 211-11-6116-04E-161-30-510-000000-25F10 | \$2,500.00  |
| 2             | 3                     | 1        | 1           | Chart paper, copy paper, markers, ink/toner | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,500.00  |
| 3             | 1                     | 1        | 1           | Title I Bilingual TA                        | Title I Bilingual Teacher Assitant                          | 211-11-6129-04E-161-30-510-000000-25F10 | \$13,447.00 |
| 3             | 1                     | 1        | 1           | Supplies & materials                        | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,250.00  |
| 3             | 2                     | 1        | 1           | Supplies & materials                        | Supplies and materials for instructional use                | 211-11-6399-04E-161-30-510-000000-25F10 | \$2,250.00  |
| 3             | 2                     | 1        | 1           | Title I Bilingual TA                        | Title I Bilingual Teacher Assitant                          | 211-11-6129-04E-161-30-510-000000-25F10 | \$13,447.00 |
| 3             | 2                     | 1        | 1           | Family Science Night                        | Family Engagement Contracted Services/ Family Science Night | 211-61-6299-04L-161-30-510-000000-25F10 | \$800.00    |

| TITLE I (211)                      |                       |          |             |   |   |   |             |
|------------------------------------|-----------------------|----------|-------------|---|---|---|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                              | Description                                     | Account Code                            | Amount      |
| 4                                  | 1                     | 1        | 1           | Family Engagement Specialist                  | Family Engagement Specialist                    | 211-61-6129-04L-161-30-510-000000-25F10 | \$32,276.00 |
| 4                                  | 2                     | 1        | 2           | Supplies and materials for safe space         | Snacks or incentives for students               | 211-11-6499-04E-161-30-510-000000-25F10 | \$1,000.00  |
| <b>Sub-Total</b>                   |                       |          |             |   |   |   | \$86,640.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |   |   |   | \$86,640.00 |
| <b>+/- Difference</b>              |                       |          |             |   |   |   | \$0.00      |
| FAMILY ENGAGEMENT (211)            |                       |          |             |   |   |   |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                              | Description                                     | Account Code                            | Amount      |
| 4                                  | 1                     | 1        | 1           | Supplies & materials for parental involvement | Supplies and materials for parental involvement | 211-61-6399-04L-161-30-510-000000-25F10 | \$1,000.00  |
| 4                                  | 1                     | 1        | 1           | Technology - newsletter for parent engagement | Technology for family engagement                | 211-61-6396-04L-161-30-510-000000-25F10 | \$1,000.00  |
| 4                                  | 1                     | 1        | 1           | Snacks to promote parent participation        | Snacks for parents to promote participation     | 211-61-6499-04L-161-30-510-000000-25F10 | \$280.00    |
| <b>Sub-Total</b>                   |                       |          |             |   |   |   | \$2,280.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |   |   |   | \$2,280.00  |
| <b>+/- Difference</b>              |                       |          |             |   |   |   | \$0.00      |
| BASIC (199 PIC 11)                 |                       |          |             |   |   |   |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                              | Description                                     | Account Code                            | Amount      |
| 1                                  | 3                     | 1        | 1           | General Supplies                              | INSTRUCTION   GENERAL SUPPLIES                  | 199-11-6399-XXX-161-11-313-000000-      | \$250.00    |
| 2                                  | 3                     | 1        | 1           | General Supplies                              | INSTRUCTION   GENERAL SUPPLIES                  | 199-11-6399-XXX-161-11-313-000000-      | \$250.00    |
| 3                                  | 1                     | 1        | 1           | General Supplies                              | INSTRUCTION   GENERAL SUPPLIES                  | 199-11-6399-XXX-161-11-313-000000-      | \$250.00    |
| 3                                  | 2                     | 1        | 1           | General Supplies                              | INSTRUCTION   GENERAL SUPPLIES                  | 199-11-6399-XXX-161-11-313-000000-      | \$250.00    |
| <b>Sub-Total</b>                   |                       |          |             |   |   |   | \$1,000.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |   |   |   | \$1,000.00  |



| BASIC (199 PIC 11)                 |                       |          |             |                      |  |                                    |            |
|------------------------------------|-----------------------|----------|-------------|----------------------|--|------------------------------------|------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed     | Description                                  | Account Code                       | Amount     |
| <b>+/- Difference</b>              |                       |          |             |                      |  |                                    | \$0.00     |
| GT (199 PIC 21)                    |                       |          |             |                      |  |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed     | Description                                  | Account Code                       | Amount     |
| 3                                  | 1                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$311.00   |
| 3                                  | 2                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$311.00   |
| <b>Sub-Total</b>                   |                       |          |             |                      |  |                                    | \$622.00   |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                      |  |                                    | \$622.00   |
| <b>+/- Difference</b>              |                       |          |             |                      |  |                                    | \$0.00     |
| SPED (199 PIC 23)                  |                       |          |             |                      |  |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed     | Description                                  | Account Code                       | Amount     |
| 1                                  | 3                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$1,544.00 |
| 2                                  | 3                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$1,544.00 |
| 3                                  | 1                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$1,544.00 |
| 3                                  | 2                     | 1        | 1           | Supplies & materials | GENERAL SUPPLIES                             |                                    | \$1,546.00 |
| <b>Sub-Total</b>                   |                       |          |             |                      |  |                                    | \$6,178.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                      |  |                                    | \$6,178.00 |
| <b>+/- Difference</b>              |                       |          |             |                      |  |                                    | \$0.00     |
| SCE (199 PIC 24)                   |                       |          |             |                      |  |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed     | Description                                  | Account Code                       | Amount     |
| 1                                  | 1                     | 1        | 1           | Supplies & materials | Supplies and materials for instructional use | 199-11-6399-001-161-24-313-000000- | \$800.00   |
| 1                                  | 3                     | 1        | 1           | Supplies & materials | Supplies and materials for instructional use | 199-11-6399-001-161-24-313-000000- | \$1,000.00 |
| 2                                  | 3                     | 1        | 1           | Supplies & materials | Supplies and materials for instructional use | 199-11-6399-001-161-24-313-000000- | \$1,000.00 |
| 3                                  | 1                     | 1        | 1           | STAAR prep materials | Reading materials for classroom use          | 199-11-6329-001-161-24-313-000000- | \$1,000.00 |

| SCE (199 PIC 24)                   |                       |          |             |                      |                                     |                                    |            |
|------------------------------------|-----------------------|----------|-------------|----------------------|-------------------------------------|------------------------------------|------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed     | Description                         | Account Code                       | Amount     |
| 3                                  | 2                     | 1        | 1           | STAAR prep materials | Reading materials for classroom use | 199-11-6329-001-161-24-313-000000- | \$1,000.00 |
| <b>Sub-Total</b>                   |                       |          |             |                      |                                     |                                    | \$4,800.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                      |                                     |                                    | \$4,800.00 |
| <b>+/- Difference</b>              |                       |          |             |                      |                                     |                                    | \$0.00     |

| BEA (199 PIC 25)                   |                       |          |             |                               |                                      |                                   |            |
|------------------------------------|-----------------------|----------|-------------|-------------------------------|--------------------------------------|-----------------------------------|------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed              | Description                          | Account Code                      | Amount     |
| 1                                  | 2                     | 1        | 1           | Reading materials & resources | Reading materials - instruction      | 199-11-6329-001-161-25-313-000000 | \$523.00   |
| 1                                  | 3                     | 1        | 1           | Supplies & materials          | Supplies and materials - instruction | 199-11-6399-001-161-25-313-000000 | \$500.00   |
| 2                                  | 3                     | 1        | 1           | Supplies & materials          | Supplies and materials - instruction | 199-11-6399-001-161-25-313-000000 | \$500.00   |
| <b>Sub-Total</b>                   |                       |          |             |                               |                                      |                                   | \$1,523.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                               |                                      |                                   | \$1,523.00 |
| <b>+/- Difference</b>              |                       |          |             |                               |                                      |                                   | \$0.00     |

| UNDISTRIBUTED (199 PIC 99) |                       |          |             |  |  |                                    |            |
|----------------------------|-----------------------|----------|-------------|--|--|------------------------------------|------------|
| Goal                       | Performance Objective | Strategy | Action Step | Resources Needed                         | Description                                  | Account Code                       | Amount     |
| 1                          | 1                     | 1        | 1           | In-House Staff Development/PLC Logistics | STAFF DEVELOPMENT   MISC OPERATING COSTS     | 199-13-6499-XXX-161-99-313-000000- | \$800.00   |
| 1                          | 3                     | 1        | 1           | Library Materials                        | COCURRICULAR/ EXTRACURRIC   GENERAL SUPPLIES | 199-36-6399-XXX-161-99-313-000000- | \$2,900.00 |
| 1                          | 3                     | 1        | 1           | General Supplies & Materials - Counselor | GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES | 199-31-6399-XXX-161-99-313-000000- | \$500.00   |
| 1                          | 3                     | 1        | 1           | Copier Rental                            | SCHOOL LEADERSHIP   FURN&EQUIP < \$5000      | 199-23-6398-XXX-161-99-313-000000- | \$3,700.00 |
| 2                          | 3                     | 1        | 1           | General Supplies & Materials - Counselor | GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES | 199-31-6399-XXX-161-99-313-000000- | \$500.00   |

**UNDISTRIBUTED (199 PIC 99)**

| <b>Goal</b>                        | <b>Performance Objective</b> | <b>Strategy</b> | <b>Action Step</b> | <b>Resources Needed</b>                                       | <b>Description</b>                                | <b>Account Code</b>                | <b>Amount</b> |
|------------------------------------|------------------------------|-----------------|--------------------|---|---|------------------------------------|---------------|
| 3                                  | 1                            | 1               | 1                  | Technology  | SCHOOL LEADERSHIP   TECHNOLOGY < \$5000           | 199-23-6396-XXX-161-99-313-000000- | \$1,500.00    |
| 3                                  | 1                            | 1               | 1                  | TEPSA Membership  | SCHOOL LEADERSHIP   DUES                          | 199-23-6495-XXX-161-99-313-000000- | \$700.00      |
| 3                                  | 1                            | 1               | 1                  | General Supplies & Materials - Counselor                      | GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES      | 199-31-6399-XXX-161-99-313-000000- | \$3,700.00    |
| 3                                  | 2                            | 1               | 1                  | Technology  | SCHOOL LEADERSHIP   TECHNOLOGY < \$5000           | 199-23-6396-XXX-161-99-313-000000- | \$1,500.00    |
| 3                                  | 2                            | 1               | 1                  | General Supplies & Materials - Counselor                      | GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES      | 199-31-6399-XXX-161-99-313-000000- | \$3,700.00    |
| 4                                  | 1                            | 1               | 1                  | Extra Duty for Campus Monitor During Family Engagement Events | SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT | 199-52-6121-XXX-161-99-313-000000- | \$300.00      |
| <b>Sub-Total</b>                   |                              |                 |                    |   |   |                                    | \$19,800.00   |
| <b>Budgeted Fund Source Amount</b> |                              |                 |                    |   |   |                                    | \$19,800.00   |
| <b>+/- Difference</b>              |                              |                 |                    |   |   |                                    | \$0.00        |
| <b>Grand Total Budgeted</b>        |                              |                 |                    |   |   |                                    | \$122,843.00  |
| <b>Grand Total Spent</b>           |                              |                 |                    |   |   |                                    | \$122,843.00  |
| <b>+/- Difference</b>              |                              |                 |                    |   |   |                                    | \$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    |