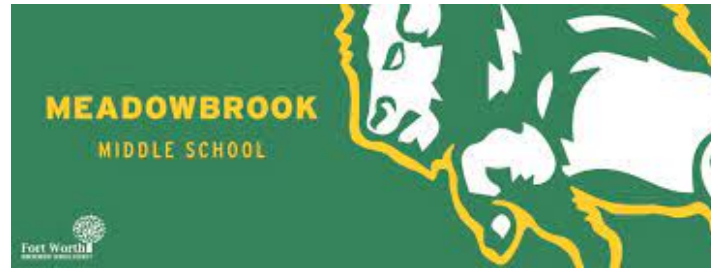


# **Fort Worth Independent School District**

## **052 Meadowbrook Middle School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

We strive to spark in ALL students a commitment to respect one another, challenge themselves academically, and pursue personal excellence in a safe, supportive, and nurturing environment.

## Vision

Meadowbrook Middle School aims to improve our world by empowering students to prepare for the future, participate as leaders in their community, and embrace life-long learning.

## Core Beliefs

### **L.E.A.D**

Leadership

Excellence

Academic growth

Determination

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
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. ....	13
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. ....	18
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025. ....	22
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	30
Site-Based Decision Making Committee .....	40
Campus Funding Summary .....	41
Policies, Procedures, and Requirements .....	47

# Comprehensive Needs Assessment

Revised/Approved: April 15, 2024

## Demographics

### Demographics Summary

#### Our Story:

Meadowbrook Middle School is nestled in an historic neighborhood that first opened its doors in the fall of 1936 by Principal John C. Roberson. The student body welcomed 200 students who chose the beautiful school colors of green and gold with the iconic Buffalo as the mascot. This pride driven campus, known as Buffalo Country, is located in the east Fort Worth neighborhood of Meadowbrook. The school sits north of Meadowbrook Drive, east of Tierney Road, south of East Rosedale, and west of Oakland Boulevard.

Student enrollment at Meadowbrook Middle School increased during the 2023- 2024 school year. Currently, we have 724 students enrolled at Meadowbrook Middle School for the 2023-2024 school year. Our demographics are as follows: 60% Hispanic/Latino students, 34% African American, 3.4% Caucasian, 1.9% Two or More Races, and .2% Asian students. 14% of our population at Meadowbrook Middle School is receiving special education services and 43.3% of our population are Emergent Bilinguals. In an effort to meet optimal teacher-student ratios and to accommodate continued student growth, the master schedule has been completed with 100% of students scheduled for the upcoming school year.

#### Special Programs on Campus:

Over the recent years at Meadowbrook Middle School, there has been an increase in the scope and reach of our special programs which include, Band, Choir, Theatre, CTE and Athletics. Presently, we are proud to report that approximately 32% of our student body actively participates in our programs. Our exceptional educators have collaboratively worked with parents and colleagues to cultivate and enhance each of the programs, fostering their development through active engagement and community outreach.

#### Staff at Meadowbrook Middle School:

At Meadowbrook Middle School, our distinguished staff includes 2 guidance counselors, 2 assistant principals, 1 intervention specialist, 1 Family Communications Liaison, and 2 Instructional Coaches. In addition, our dedicated team comprises **5** custodians, **4** nutrition workers, **49** teachers/teacher assistants, and **3** administrators.

The meticulous selection and retention of a highly-qualified and talented staff are of paramount importance to us.

For the academic year 2023-2024, we encountered a teacher turnover rate of 31%, underscoring the significance of our commitment to fostering a stable and proficient faculty. All recruited teachers are expected to embody the principles of life-long learning, demonstrate unwavering dedication to professional growth, and exhibit a steadfast commitment to academic excellence. This commitment is manifest in their comprehensive approach to planning, coaching, and participation in ongoing professional learning opportunities.

Similarly, our administrators are held to a high standard, expected to serve as instructional leaders on campus and contribute substantially to the professional development of teachers within their caseload. To address the challenge of teacher retention, we have established a Teacher Academy on campus. This initiative ensures that all new teachers benefit from the guidance of an experienced mentor and participate in bi-monthly support meetings, facilitating a supportive and collaborative environment conducive to their continued growth and success.

## Community Partners:

- Throughout the 2023-2024 school year, our campus has forged meaningful collaborations with various partners, working in tandem with our dedicated staff to extend support to our families during the holiday seasons, notably Christmas and Thanksgiving. Our Family Engagement specialist has actively engaged with a cohort of parents within our program, "Capturing Kid's Hearts." Looking ahead to the 2024-2025 school year, we aspire to elevate our community involvement by a targeted 10%, further strengthen the bonds between our school and local community.

## Discipline and Attendance at Meadowbrook Middle School:

Our campus has created a comprehensive campus-wide discipline protocol and system designed to uphold classroom attendance and promote a conducive learning environment. Presently, it has come to our attention that African American students constitute 59% of our campus referrals, despite comprising only 37% of our overall enrollment. To address this disparity, our dedicated student support team is actively engaged in working with a specific case load of students. The primary objective of this team is to minimize disruptive behaviors within the classroom setting. Additionally, the team ensures consistent daily check-in for our students, fostering a proactive approach to support their overall well-being and academic success. We remain committed to fostering an inclusive and equitable learning environment for all students, addressing challenges and promoting positive outcomes.

## Meadowbrook Middle School Mission and Vision:

Meadowbrook Middle School is steadfastly committed to upholding our core values, which encompass the principles of being life-long learners, promoting equity, fostering academic growth, and instilling determination in our students. Within our school community, we cultivate a sense of familial connectedness, viewing our collective as a supportive and nurturing family environment. Our overarching objective is to diligently prepare our students for the challenges of high school and beyond, ensuring they are well-equipped with the knowledge, skills, and values essential for future success.

## Demographics Strengths

Meadowbrook Middle School has an extensive sense of campus pride that is seen through students and campus staff. The instructional leadership team demonstrates a commitment by providing dedicated support to educators through the implementation of a comprehensive New Teacher Academy. This fortifies teacher support and professional development through the academic school year. In addition, there has been an increase in the scope and reach of our special programs which include, Band, Choir, Theatre, CTE and Athletics. Presently, we are proud to report that approximately 32% of our student body actively participates in our programs. Our exceptional educators have collaboratively worked with parents and colleagues to cultivate and enhance each of the programs, fostering their development through active engagement and community outreach.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 59% of African American students are being suspended at a higher rate than that of Hispanic students and African American students only make-up about 32% of the population. **Root Cause:** There isn't a campus-wide protocol for classroom culture and student-teacher interaction.

**Problem Statement 2:** Our campus has seen a significant teacher turnover rate in the past two years at Meadowbrook Middle School. **Root Cause:** Inadequate campus-wide support system and training for all teachers.

# Student Learning

## Student Learning Summary

Currently, as a campus, Meadowbrook Middle School has been making limited progress in both achievement and growth on NWEA MAP.

In our Reading MAP data, our students from the BOY to the MOY, show regression in all grade levels in both achievement and growth.

6th Grade dropped from the 12th percentile to the 3rd percentile

7th grade dropped from the 7th percentile to the 1st percentile

8th grade dropped from the 9th percentile to the 5th percentile.

7th Grade students in all subgroups have shown a decrease in growth.

African American students in 6th and 7th grade showed a decrease in growth.

In our Math MAP data, our students from the BOY to MOY, show regression in all grade level in both achievement and growth.

- Students' scores for BOY and MOY show regression in all grade levels.
- 6th Honors math students are showing high growth & high achievement
- 6th dropped from 31st to 25th achievement percentile
- 7th dropped from 27th to 23rd achievement percentile

8th dropped from 34th to 23rd achievement percentile

## Student Learning Strengths

Looking at our English Interim Assessment and comparing it from the Fall of 2023 to the Spring of 2024. Our students are showing an increase in achievement.

- There is an increase in the following subgroups: H, AA, ED, and EB.
- Special Education students scored lower than other sub-groups.
- African American students are not scoring as high as other sub populations.
- All Grade Levels show an increase in students scoring Meets and/or Masters GL STAAR Performance Level predictor

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 71% of 7th grade students did not meet growth on Math MAP. **Root Cause:** Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.

**Problem Statement 2:** The effectiveness of observation and feedback cycles within the campus administration currently stands at 66%, highlighting a notable gap in the achievement of Tier 1 instruction. **Root Cause:** Lack of follow-through and communication between administrators and teachers regarding the expectations for the observation and feedback cycles which impede alignment of tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction:

Teachers plan collaboratively on a daily basis using the Data-Driven Instruction (DDI) process with a specific focus on lesson alignment with lesson plan feedback and weekly data meetings. Lesson plans include a clear learning target based on TEKS. CORE teachers in Math and ELA are provided a PLC during the school day to collaborate with one another with the instructional coach and administrator present to help facilitate discussion. For the 2024-2025 school year, Social Studies and Science departments will have PLC during the day to help foster teacher collaboration. Teachers use a variety of resources to assist in planning. They are FWISD curriculum, SAAVAS, Carnegie, Lead4ward Playlist, Lead4ward Field Guides and resources.

Currently, we do have a Facilitator's Guide for PLC.

Our campus has a dedicated Campus Hub in Canvas in which we store all things systems and processes. For example, discipline procedures, lesson plans, the campus playbook, campus calendars, etc.

### Leadership and Decision-Making Processes:

We have an Instructional Leadership Team (ILT) that meets weekly on Monday's. During these scheduled meetings, our focus is on engaging in discussions encompassing various aspects, including construction feedback on lesson planning, the implementation of teacher coaching cycles based on that feedback, and an examination of campus trends to develop professional development. The goal of the ILT is to formulate a strategic plan of action designed to address identified areas of improvement and enhance overall instructional efficacy.

The administration team meetings weekly on Friday's. During these scheduled meetings, our agenda pertains to critical parts of our campus management, including operational matters, cultivation of campus culture, and targeted exploration of areas requiring instructional development with specific teachers. This allows us to strategically plan and make decisions to ensure the continued enhancement of our educational environment at Meadowbrook Middle School.

### Communication:

Each week on Friday's, the Buffalo Bulletin is sent to the staff that highlights staff, gives the instructional focus for the upcoming week, reminders and deliverables needed. Additionally, a Principal's newsletter went out twice this school year, once in semester 1 and once in semester 2 to highlight what's happening at the school.

## School Processes & Programs Strengths

Instructional Leadership Team (instructional coach, administration) meet bi-weekly to discuss data and trends in preparation for professional development for teachers to ensure that effective tier 1 instruction is taking place.

There is a system in place for lesson plan submission by teachers and review by the leadership team.

The development and creation of the campus playbook gives support to teachers on our campus wide systems for discipline, attendance and academics that is aligned to support students in academic growth and guided discourse.

Our campus has a structured advisory period for students to show growth in their math and literacy skills through Mathia and Lexia.

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

**Problem Statement 1 (Prioritized):** 53% of classrooms do not have 90 - 100% of students on task and learning. **Root Cause:** Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**Problem Statement 2:** Our emergent bilingual population had little to no growth in math and reading, as measured by MAP. **Root Cause:** Lack of training and discussion among staff in professional learning communities to ensure involvement of EB's in the lesson cycle.

# Perceptions

## Perceptions Summary

Meadowbrook Middle School remains steadfast in its commitment to fostering a supportive educational environment for our students, with a multifaceted approach that encompasses restorative practices, positive interpersonal engagements, mental health provisions, and a strong emphasis on social-emotional learning. In the second semester, we have established a dedicated Student Support Team, which convenes bi-weekly to meticulously evaluate student behavior, attendance, and academic performance. This data-driven approach enables us to cater to the unique needs of our students.

In 2024-2025 School year, we will be incorporating the House System. This system will allow us to create and build our campus culture, climate and school spirit among staff and students alike. We have a total of 12 staff members that will be leading the house system on our campus and we strive to find 12 students to assist in leading their respective houses.

At the end of the year, we polled our staff to get insight into the scheduling survey. Most teachers have stated that they would like to be apart of the conversation on helping to build the master schedule and bell schedule. Our parents, have not had the opportunity to engage on our campus this past school year. There have been concerns regarding the customer service. Parents do not feel welcome or appreciated when speaking to the staff at Meadowbrook Middle School.

## Perceptions Strengths

Meadowbrook Middle School is proud to offer a comprehensive array of dedicated personnel who are committed to providing essential social and emotional support services to our students while they are on campus. Our team consists of two highly skilled counselors, one experienced intervention specialist, one MHMR Navigator, and a dedicated Family Communication Liaison. These professionals operate in close collaboration , pooling their expertise to ensure the holistic well-being of our students and their families within our educational community.

Our Family Engagement Specialists has created a positive environment of our parents in the Capturing Kids Hearts Program. They meet once a week on Friday's on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although we have created a weekly program event for our parents, only a limited number of parents are responding each week. Indicating that our effort to involve parents and guardians in the educational environment requires improvement. **Root Cause:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

**Problem Statement 2:** Only 40% of staff completed the scheduling survey to help guide the scheduling team for the upcoming school year. **Root Cause:** The prevailing lack of trust among staff brings a deficit in both pride and school spirit within the institutional framework. This trust deficit poses a critical issue, hindering the development of a positive and cohesive school culture.

# Priority Problem Statements

**Problem Statement 1:** 59% of African American students are being suspended at a higher rate than that of Hispanic students and African American students only make-up about 32% of the population.

**Root Cause 1:** There isn't a campus-wide protocol for classroom culture and student-teacher interaction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 53% of classrooms do not have 90 - 100% of students on task and learning.

**Root Cause 2:** Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Although we have created a weekly program event for our parents, only a limited number of parents are responding each week. Indicating that our effort to involve parents and guardians in the educational environment requires improvement.

**Root Cause 3:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 71% of 7th grade students did not meet growth on Math MAP.

**Root Cause 4:** Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.

**Problem Statement 4 Areas:** Student Learning

# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance 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
- T-P ESS data

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: April 5, 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 \_32\_% to \_43\_% 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 \_27\_% to \_35\_% by May 2025.

**Strategy 1:** Conducting a comprehensive Data Analysis with Collaborative Planning Sessions. This analysis aims to discern patterns of student success and establish clear benchmarks for Beginning of year (BOY, Middle of Year (MOY) and End of Year (EOY) Targets.

**Strategy's Expected Result/Impact:** This will enable both students and teachers to visualize their academic objectives and endeavor diligently towards achieving success.

**Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Assistant Principal and Principal

### **Title I:**

2.4, 2.6

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





Improve low-performing schools

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

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

#### **- Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Using a student data tracker, students will create goals based on end of year MAP data. Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise benchmarks for Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) for MAP Reading. Students will maintain a folder that will be kept in the classroom and celebrate milestones reached for the upcoming school year. <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction, Instructional coach, Assistant Principals and teachers. <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> English Department and ADQ (District) <b>Delivery Method:</b> In-Person PD for teachers in PLC; In classrooms to students.  <b>Funding Sources:</b> Data Folders, Stickers, Poster Paper, Ink for Posters, and certificates - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$3,000, Incentives: Pencils, Pens, pencil pouches, cups, bags - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$1,000, Certificates and Healthy Snacks for celebration of achievement - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$1,250	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teacher will analyze MAP data using the WDM protocol to determine instructional next steps for their students to increase in growth on Reading MAP. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction, Assistant Principal and Instructional Coach <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus ADQ <b>Delivery Method:</b> In-Person training	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Students identified as Tier 3 participants, who did not attain proficiency in the Reading STAAR assessment, will be enrolled in a specialized structured literacy class. This class, leveraging the LEXIA platform, offers tailored instruction to increase students' foundational skills, thereby ensuring measurable advancements in their MAP assessment scores.

**Strategy's Expected Result/Impact:** Students using this platform will have the opportunity to practice and enhance their skills daily which will result in an increase in both growth and achievement among tier 3 students.

**Staff Responsible for Monitoring:** Teachers who have a structured literacy class; Dean of Instruction and Assistant Principal


**Title I:**


2.4, 2.5


- **TEA Priorities:**  
Build a foundation of reading and math
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**


**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Students will actively participate in a structured learning environment, where they will create personal learning goal and monitor their goals by utilizing the LEXIA every week. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher will be responsible for helping students progress monitor their data. <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> English Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Students will need headphones - TITLE I (211) - 211-11-6396-04N-052-30-510-000000-25F10 - \$2,000		Formative		Summative	
		Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 71% of 7th grade students did not meet growth on Math MAP. <b>Root Cause:</b> Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.
School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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 \_92\_% to \_95\_% 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 \_80\_% to \_90\_% by May 2025.

**Strategy 1:** Conducting a comprehensive Data Analysis with Professional Learning Communities (PLCs). This analysis aims to discern patterns of student success and establish clear benchmarks for English 1 learning targets throughout the year.

**Strategy's Expected Result/Impact:** Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise learning targets for Interim assessments.

**Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Assistant Principal and Principal

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise benchmarks for fall and spring interim assessments. Students who successfully reach their fall and spring interim assessment goals will celebrate their achievements.  <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> English Department and ADQ <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Celebrate students who reach their academic target (certificates, snacks, engraved campus pencils, folders, backpacks, etc) - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$500		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Weekly afterschool tutoring sessions will be provided for students who have not met their interim assessment goals. Tutoring program will begin after their fall interim assessment and last for 5-6 weeks for targeted intervention. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher and Dean of instruction <b>Date(s) / Timeframe:</b> October 2024 - April 2025 <b>Collaborating Departments:</b> Campus English Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Pay for Teachers to deliver after school targeted tutoring - TITLE I (211) - 211-11-6116-04N-052-30-510-000000-25F10 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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 36% to 47% 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 34% to 45% by May 2025.

**Strategy 1:** Conducting a comprehensive Data Analysis with Professional Learning Communities (PLCs). This analysis aims to discern patters of student success and establish clear benchmarks for Beginning of year (BOY, Middle of Year (MOY) and End of Year (EOY) Targets.

**Strategy's Expected Result/Impact:** This will enable both students and teachers to visualize their academic objectives and endeavor diligently towards achieving success.

**Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Assistant Principal and Principal

- Title I:**  
2.4, 2.5
- **TEA Priorities:**  
Improve low-performing schools
  - **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments
- Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Using a student data tracker, students will create goals based on the end of year MAP data. Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise benchmarks for Beginning of Year (BOY), Middle of Year (MOY and End of Year (EOY) for MAP Math. Students will maintain a folder that will be kept in the classroom and celebrate milestones reached for the upcoming school year.  <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Math Department and ADQ  <b>Funding Sources:</b> Data Folders, paper, ink for posters, poster paper and stickers - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$2,000, Incentives: Pencils, Pens, pencil pouches, cups, bags - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$1,000, Certificates and Healthy Snacks for celebration of achievement - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$1,250		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will track Math MAP data through Professional Learning Communities (PLCs), ensuring a cohesive and data -driven approach to student progress. <b>Intended Audience:</b> Teacher <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction and Instructional Coach <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Math Department and ADQ <b>Delivery Method:</b> In-Person Development  <b>Funding Sources:</b> Markers, Poster Paper and Stickers - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 71% of 7th grade students did not meet growth on Math MAP. <b>Root Cause:</b> Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.

**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 \_91\_% to \_95\_% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_88\_% to \_93\_% by May 2025.

**Strategy 1:** Conducting a comprehensive Data Analysis with Professional Learning Communities (PLCs). This analysis aims to discern patterns of student success and establish clear benchmarks for Algebra 1 learning targets throughout the year.

**Strategy's Expected Result/Impact:** Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise learning targets for Interim assessments.

**Staff Responsible for Monitoring:** Teacher, Dean of Instruction, Principal, Instructional Coach

- Title I:**  
2.4, 2.6
- **TEA Priorities:**  
Improve low-performing schools
  - **ESF Levers:**  
Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers will implement individual student conferences, adhering to our campus-wide protocol, to establish precise benchmarks for fall and spring interim assessments. Students who successfully reach their fall and spring interim assessment goals will celebrate their achievements.  <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher and Dean of Instruction <b>Date(s) / Timeframe:</b> Week of August 19 <b>Collaborating Departments:</b> Math Department and ADQ <b>Delivery Method:</b> In-Person Conferences and PD  <b>Funding Sources:</b> Celebrate student achievement (certificates, snacks and engraved pencils, pens, bags, etc) - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$500		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Weekly afterschool tutoring sessions will be provided for students who have not met their interim assessment goals. Tutoring sessions will last 5-6 weeks after interim assessment is taken. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher and Dean of Instruction <b>Date(s) / Timeframe:</b> October 2024 - April 2025 <b>Collaborating Departments:</b> Campus Math Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Pay Teacher for after school tutoring for fall and spring semester - TITLE I (211) - 211-11-6116-04N-052-30-510-000000-25F10 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 71% of 7th grade students did not meet growth on Math MAP. <b>Root Cause:</b> Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.
School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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   24  % to   41  % 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   20  % to   40  % by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students by delivering instruction that explicitly allows the teacher to aggressively monitor, adjust, and check for understanding using formative assessments at the level of rigor needed during instruction.

**Strategy's Expected Result/Impact:** Increase in student growth and achievement among all student groups.

**Staff Responsible for Monitoring:** Teacher, Dean of Instruction, Assistant Principal's, Principal and Instructional Coach

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilizing the All in Learning platform , we will conduct Weekly Data Meetings (WDM's) sessions, employing the Weekly Data Meeting Protocol, to identify student learning gaps. We will develop action plans aimed at addressing these gaps effectively, thereby facilitating targeted interventions to promote student progress toward reading.  <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal's and Dean of Instruction <b>Date(s) / Timeframe:</b> Week of August 5th <b>Collaborating Departments:</b> Leading and Learning and MMS Staff <b>Delivery Method:</b> In-Person professional development  <b>Funding Sources:</b> All in Learning Program - TITLE I (211) - 211-11-6299-04N-052-30-510-000000-25F10 - \$14,575		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide professional development to teachers throughout the school year on the following: culture routines for campus and classroom, lesson alignment and formative assessment and habits of discussion to support our emergent bilingual students. This will help build their capacity to promote students higher-order thinking and to meet the level of state standards at a high level of proficiency. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction, Instructional Coach, Assistant Principals and Principal <b>Date(s) / Timeframe:</b> August 2024 - January 2025 <b>Collaborating Departments:</b> Campus Instructional Leadership Team and Region 11 <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Food for afterschool professional development to teachers - UNDISTRIBUTED (199 PIC 99) - 199-36-6299-XXX-052-99-273-000000- - \$1,500, Snacks for staff for professional development - TITLE I (211) - 211-13-6399-04N-052-30-510-000000-25F10 - \$1,500, Instructional Materials for Professional Development Sessions - BASIC (199 PIC 11) - 199-11-6321-XXX-052-11-273-000000- - \$12,468, Purchase of the Fundamental Five Books - TITLE I (211) - 211-13-6329-04N-052-30-510-000000-25F10 - \$1,500, Headphone for Emergent Bilingual students - BEA (199 PIC 25) - 199-11-6399-001-052-25-273-000000 - \$2,456	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Instructional Leadership Team will provide lesson plan feedback to teachers on a weekly basis to ensure lesson alignment. The outcome will manifest as a highly effective initial instructional delivery for Tier 1, thereby setting a strong foundation for student learning. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team (Principal, Dean of Instruction, Assistant Principal's and Instructional Coach) <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Region 11 <b>Delivery Method:</b> In-Person PD	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Provide teachers with instructional materials needed to deliver lessons at the depth and complexity needed for students to meet their reading and social studies goals. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction, Department Chair and Principal <b>Date(s) / Timeframe:</b> September 2024 - May 2025 <b>Collaborating Departments:</b> Campus Reading and Social Studies Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Reading and Social Studies Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-052-99-273-000000- - \$2,000, Reading and Social Studies Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-052-11-273-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> A targeted after-school intervention program will be implemented for identified Tier 3 students, which includes at-risk students, who did not achieve passing scores on the Reading STAAR test. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Reading Teachers, Dean of Instruction, Instructional coach <b>Date(s) / Timeframe:</b> September 2024 - April 2025 <b>Collaborating Departments:</b> Campus English Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> After School Tutoring - SCE (199 PIC 24) - 199-11-6116-001-052-24-273-000000- - \$2,924.50, Extra Duty Pay Tutoring After School - TITLE I (211) - 211-11-6116-04N-052-30-510-000000-25F10 - \$2,100	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Our CTE programs, including AVID, at Meadowbrook Middle School are designed to equip students with the necessary skills and knowledge for success in high school as well as prepare them for college and career readiness.

**Strategy's Expected Result/Impact:** By providing students with essential skills and knowledge, the program empowers them to thrive academically in high school and beyond.

**Staff Responsible for Monitoring:** AVID Coordinator, AVID Site Team and Principal, CTE, Science, Math and VPA Teachers.

**Title I:**

2.5





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Identify and enroll gifted and talented students on campus into the Advanced Via Individual Determination (AVID) program. This strategic move will aims to optimize their academic performance and broaden their prospects for success by providing tailored support and resources within the AVID program. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> AVID Coordinator, Counselors and Assistant Principal for scheduling <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus AVID Coordinator and District AVID Department and Gifted and Talented Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Supplies needed for students to be successful in their AVID and CORE classes(Binders, dividers, pencils, pens, markers, colored pencils, paper, pencil pouch) - GT (199 PIC 21) - \$1,720		Formative		Summative	
		Nov	Jan	Mar	June
Action Step 2 Details		Reviews			
<b>Action Step 2:</b> Host a STEAM Night at Meadowbrook Middle School to introduce students and parents to the idea of attending college through Science, Technology, Engineering, Arts and Math! Motivate students to set academic goals and prepare students to transition to high school with the understanding of academic success leads a path toward college admission. <b>Intended Audience:</b> Parents and Students <b>Provider / Presenter / Person Responsible:</b> AVID Coordinator and AVID Site Team, CTE Teachers, Math, Science and Art Teachers <b>Date(s) / Timeframe:</b> October 2024 - May 2025 <b>Collaborating Departments:</b> AVID Department at Campus and District <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Extra Duty Pay for Teachers - TITLE I (211) - 211-61-6116-04L-052-30-510-000000-25F10 - \$5,000, Snacks for Parents to promote engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-052-30-510-000000-25F10 - \$1,000, Supplies Needed to host a Family Night (General Supplies) - CTE (199 PIC 22) - \$6,479, Instructional Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-052-11-273-000000- - \$2,000, General Supplies - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$5,000, General Supplies Needed for STEM Night (Math and Science) - TITLE I (211) - 211-11-6299-04N-052-30-510-000000-25F10 - \$5,000		Formative		Summative	
		Nov	Jan	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.
Perceptions
<b>Problem Statement 1:</b> Although we have created a weekly program event for our parents, only a limited number of parents are responding each week. Indicating that our effort to involve parents and guardians in the educational environment requires improvement. <b>Root Cause:</b> Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

**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 20% to 33% 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 12% to 24% by May 2025.

**Strategy 1:** Daily instruction is delivered at a level of depth and complexity that aligns with, and often exceeds, the grade-level standards within the classroom

**Strategy's Expected Result/Impact:** The expected impact is to increase the instructional rigor, relevance to increase student growth and achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction

- Title I:**  
2.4, 2.6
- **TEA Priorities:**  
Improve low-performing schools
  - **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Provide teachers with instructional materials needed to deliver lessons at the depth and complexity needed for students to meet their math and science goals. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Math and Science Department; Dean of Instruction <b>Date(s) / Timeframe:</b> September 2024 - May 2024 <b>Collaborating Departments:</b> Campus Math and Science Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Math and Science Instructional Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-052-99-273-000000- - \$5,000				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Instructional Leadership Team will conduct observation and feedback rounds using the OF protocol to ensure effective tier 1 instruction. <b>Intended Audience:</b> Teachers and Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal and Dean of Instruction <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Instructional Leadership Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Technology - iPads to conduct walkthroughs - UNDISTRIBUTED (199 PIC 99) - 199-12-6396-XXX-052-99-273-000000- - \$7,200, technology - Tripods - record feedback sessions with teachers so that admin can receive feedback - TITLE I (211) - 211-11-6396-04N-052-30-510-000000-25F10 - \$200	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> A targeted after-school intervention program will be implemented for identified Tier 3 students, which includes at-risk students, who did not achieve passing scores on the Math STAAR test <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coach, Dean of Instruction <b>Date(s) / Timeframe:</b> September 2024 - April 2025 <b>Collaborating Departments:</b> Campus Math Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> After school tutoring - SCE (199 PIC 24) - 199-11-6116-001-052-24-273-000000- - \$2,200, Afterschool Tutoring Snacks for students (Water, Juice, Chips, Fruit Snacks, muffins, crackers, etc) - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$2,000, Supplies and Materials for After School Tutoring - SCE (199 PIC 24) - 199-11-6399-001-052-24-273-000000- - \$724.50, Transportation - Afterschool Tutoring - TITLE I (211) - 211-11-6412-04N-052-30-510-000000-25F10 - \$15,000, Afterschool Tutoring - Teacher Extra Duty - TITLE I (211) - 211-11-6116-04N-052-30-510-000000-25F10 - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Ensure that all teachers are equipped to provide high-quality Tier 1 instruction that meets the needs of diverse sub-populations, ultimately leading to improved student outcomes and academic success.

**Strategy's Expected Result/Impact:** The goal is to increase the academic success of all students.

**Staff Responsible for Monitoring:** Teachers, Dean of instruction, instructional coach, AP, Principal

**Title I:**  
2.4, 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

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Offer professional development opportunities for teachers to enhance their ability to support Special Education students in a regular education classroom, resource classroom or self-contained classroom. <b>Intended Audience:</b> Students and Teachers <b>Provider / Presenter / Person Responsible:</b> SPED Coordinator, Diagnostician, Principal, AP, Dean of Instruction <b>Date(s) / Timeframe:</b> September 2024 - May 2025 <b>Collaborating Departments:</b> Special Education Department, <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Materials and Supplies - SPED (199 PIC 23) - \$5,000, Afterschool Support for RISE Students - SPED (199 PIC 23) - \$4,982, OT for RISE TA - BASIC (199 PIC 11) - 199-11-6121-XXX-052-11-273-000000- - \$1,132		Formative		Summative	
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 71% of 7th grade students did not meet growth on Math MAP. <b>Root Cause:</b> Teachers did not engage in consistent data meetings to plan actions steps for student mastery of concepts.
School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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 32 % to 25 % by May 2025.  
Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from      % to      % by May 2025.

**Strategy 1:** Align and leverage programs and resources using a Multi-Tiered System of Support (MTSS) to improve daily attendance among students who have excessive absences.

**Strategy's Expected Result/Impact:** The expected result or impact on attendance will be to maintain a 93% attendance rate per grade level each six weeks.  
**Staff Responsible for Monitoring:** Attendance Committee (Attendance Clerk, Counselor, Assistant Principal and Behavior Interventionists and Teachers) and Principal

**Title I:**  
2.6  
- **TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Monthly attendance celebrations will be given for each grade level of students who meet the 93% attendance rate each six weeks. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Attendance Committee <b>Date(s) / Timeframe:</b> September 2024 - May 2025 <b>Collaborating Departments:</b> Family Engagement Specialist, Attendance Committee, Instructional Leadership Team <b>Delivery Method:</b> In-Person every six weeks  <b>Funding Sources:</b> Snacks and incentives for students (certificates) - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$2,000, Snacks (ice cream, cupcakes) for celebration of perfect attendance. - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-052-99-273-000000- - \$2,500		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Establish and maintain strong relationships with parents by initiating phone calls to students who accumulate two or more absences within a week. This proactive outreach aims to convey to students that their presence is valued and missed at school, fostering a sense of belonging and reinforcing the importance of regular attendance.  <b>Intended Audience:</b> Parents and students <b>Provider / Presenter / Person Responsible:</b> Attendance Clerk, AP and Principal <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus Attendance Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> OT for Attendance Clerk, Data Clerk and Secretary - BASIC (199 PIC 11) - 199-11-6121-XXX-052-11-273-000000- - \$1,500	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 59% of African American students are being suspended at a higher rate than that of Hispanic students and African American students only make-up about 32% of the population. <b>Root Cause:</b> There isn't a campus-wide protocol for classroom culture and student-teacher interaction.

**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:** Increase positive response by students to the learning environment on the district's climate survey from \_\_\_\_% to \_\_\_\_% by May 2025.  
Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_\_% to \_\_\_\_% by May 2025.

**Strategy 1:** Implement a comprehensive campus-wide system aimed at cultivating a vibrant campus culture and fostering robust school spirit among students. This initiative will promote a collaborative and cohesive learning environment, enriching the overall educational experience at Meadowbrook Middle School.

**Strategy's Expected Result/Impact:** Increase students positive perception of their school which will lead to increase academic growth and achievement.

**Staff Responsible for Monitoring:** Principal, House Leaders, Assistant Principals

**Title I:**  
2.6, 4.1  
- **TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilize an SEL curriculum during Advisory classes to assist our middle school students through transition of growth and change on campus. This will allow students to build a community within their advisory classes. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Counselors, House Leaders, Assistant Principals, <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus Instructional Team, Guidance and Counseling <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Purchase of Second Step Middle School SEL Curriculum - SCE (199 PIC 24) - 199-11-6299-001-052-24-273-000000- - \$3,495		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement a House System on campus to create an atmosphere of belonging through house meetings, community projects, and house challenges. This will increase school spirit and culture among students and staff. 5 teachers will go to Ron Clark Academy for PD on classroom engagement. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Counselors, House Leaders, Principal, Assistant Principals <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus House Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Certificates for students, Meadowbrook Swag(T-shirts, pencils, pens, backpacks) - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$3,000, Extra Duty Pay for Teachers Leaders - TITLE I (211) - 211-13-6116-0PD-052-30-510-000000-25F10 - \$3,780, Teachers professional development at Ron Clark Academy - TITLE I (211) - 211-13-6411-04N-052-30-510-000000-25F10 - \$9,725, Ron Clark House APP - House Points - TITLE I (211) - 211-11-6396-04N-052-30-510-000000-25F10 - \$2,400	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Organize a Culture Week event for both teachers and students aimed at establishing a comprehensive campus-wide system for classroom culture and campus routines. This initiative is designed to facilitate a seamless school year, thereby fostering heightened morale and expectations among both students and teachers alike <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principals, Dean of Instruction, Instructional Coach <b>Date(s) / Timeframe:</b> July 2024 - August 2024 <b>Collaborating Departments:</b> Campus ILT Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Extra Duty Pay for Teachers - Culture Week - TITLE I (211) - 211-13-6116-04N-052-30-510-000000-25F10 - \$15,000, Bus Transportation for students - TITLE I (211) - 211-11-6412-04N-052-30-510-000000-25F10 - \$5,000, Snacks for students - TITLE I (211) - 211-11-6499-04N-052-30-510-000000-25F10 - \$4,500, Supplies (Butcher Paper, Chart Paper, Markers, Tape) - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$6,000	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** 59% of African American students are being suspended at a higher rate than that of Hispanic students and African American students only make-up about 32% of the population. **Root Cause:** There isn't a campus-wide protocol for classroom culture and student-teacher interaction.

### School Processes & Programs

**Problem Statement 1:** 53% of classrooms do not have 90 - 100% of students on task and learning. **Root Cause:** Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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 3:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_600\_\_ to \_\_300\_\_ by May 2025.

**Strategy 1:** To ensure that we are reaching our goal of 50% decrease in discipline, we will improve relationships among students and staff through advisory and classrooms utilizing the advisory calendar for House and SEL activities.





**Strategy's Expected Result/Impact:** This strategy will result in increase positive relationships between student and teacher.

**Staff Responsible for Monitoring:** Campus Leader Team and House Leaders

- Title I:**  
2.6  
- **TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Communicate clear, consistent behavior expectations for all students across campus. Ensure that these expectations are displayed and regularly reinforced by all staff members. <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Assistant Principals and Principal <b>Date(s) / Timeframe:</b> July 2024 <b>Collaborating Departments:</b> Campus Administration Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Materials for the creation of school wide expectations (Posters, Ink, Poster Paper) - TITLE I (211) - 211-11-6399-04N-052-30-510-000000-25F10 - \$10,000, Radios for Campus Staff for Safety and Security - UNDISTRIBUTED (199 PIC 99) - 199-52-6299-XXX-052-99-273-000000- - \$3,000				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide ongoing professional development opportunities for staff on topics such as classroom management, de-escalation techniques, cultural responsiveness, and trauma-informed practices to support positive behavior in the classroom. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Assistant Principals <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus Admin Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> PD for Teachers - TITLE I (211) - 211-13-6411-04N-052-30-510-000000-25F10 - \$3,292.80	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Utilize the House App to assist with PBIS on our campus through the House System <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers and ILT <b>Date(s) / Timeframe:</b> September - May <b>Collaborating Departments:</b> Campus <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Ron Clark House APP - TITLE I (211) - 211-11-6329-04N-052-30-510-000000-25F10 - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 59% of African American students are being suspended at a higher rate than that of Hispanic students and African American students only make-up about 32% of the population. <b>Root Cause:</b> There isn't a campus-wide protocol for classroom culture and student-teacher interaction.
School Processes & Programs
<b>Problem Statement 1:</b> 53% of classrooms do not have 90 - 100% of students on task and learning. <b>Root Cause:</b> Administrator weekly meetings are not focused on prioritizing calendaring of observations, coaching and feedback for teachers.

**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 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_10\_% to \_\_50\_% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_\_% to \_\_\_\_% by May 2025.

**Strategy 1:** The Family Engagement Specialists will host Raising Highly Capable Kids program on campus. This program will last for 13 weeks on our campus and the program is to build stronger families by empowering them with the tools, confidence and skills needed to support their child at Meadowbrook Middle School

**Strategy's Expected Result/Impact:** The goal is to build a bridge between our parents and the school community to ensure the academic and behavioral success of Meadowbrook students.

**Staff Responsible for Monitoring:** Family Engagement Specialists, Principal

- Title I:**  
4.1  
- **TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Recruit parents from the community to begin he 13-week program on campus. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialists <b>Date(s) / Timeframe:</b> September 2024 - May 2025 <b>Collaborating Departments:</b> Meadowbrook Middle School <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Snacks for Parent Participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-052-30-510-000000-25F10 - \$1,500		Formative		Summative	
		Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Strategy 2:** We will establish and maintain a reliable communication channel with parents and the wider community to ensure transparency and keep them well-informed about the ongoing events and initiatives at Meadowbrook Middle School

**Strategy's Expected Result/Impact:** This will enhance our parental involvement through community engagement and provide better support for our students on campus.

**Staff Responsible for Monitoring:** Admin Team, Department Chairs and Parent Engagement Specialists

**Title I:**

4.1

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Building meaningful relationships with Meadowbrook Middle School families through "Coffee with the Principal" meet-ups. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist <b>Date(s) / Timeframe:</b> September 2024 - October 2025 <b>Collaborating Departments:</b> Family Engagement Committee <b>Delivery Method:</b> In-Person; Zoom  <b>Funding Sources:</b> Snacks for parents to participate in Coffee w/ the Principal - TITLE I (211) - 211-61-6499-04L-052-30-510-000000-25F10 - \$2,500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create opportunities to connect with Meadowbrook Middle School Families through our Family First events. We will host 7 events for the 2024 - 2025 School Year. Back to School Block Party, Open House, Math and Science Night, Literacy Night, Family First Christmas, Fall/Spring Festival, and House Party. <b>Intended Audience:</b> Students and Families of Meadowbrook Middle School <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Family Engagement Committee, and ILT Team <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Campus <b>Delivery Method:</b> In-Person and Email  <b>Funding Sources:</b> Snacks for Parent Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-052-30-510-000000-25F10 - \$1,478, Extra Duty Pay - Family Engagement Specialists - TITLE I (211) - 211-61-6121-04L-052-30-510-000000-25F10 - \$1,000, Extra Duty Pay - Back to School Block Party - TITLE I (211) - 211-61-6116-04L-052-30-510-000000-25F10 - \$9,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Although we have created a weekly program event for our parents, only a limited number of parents are responding each week. Indicating that our effort to involve parents and guardians in the educational environment requires improvement. <b>Root Cause:</b> Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

# Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 4	Shawneeka Lyons	Teacher
Classroom Teacher 3	Afia Boachie	Teacher
Classroom Teacher 2	Andrea McCool	Teacher
Classroom Teacher 1	Keith Woolridge	Teacher
Administrator	Ariel Bradley	Dean of Instruction
Administrator	Damon Sumner	Assistant Principal
Administrator	Carla Sanchez	Assistant Principal
Administrator	Tiffany Ross	Principal

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Certificates and Healthy Snacks for celebration of achievement	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$1,250.00
1	1	1	1	Data Folders, Stickers, Poster Paper, Ink for Posters, and certificates	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$3,000.00
1	1	1	1	Incentives: Pencils, Pens, pencil pouches, cups, bags	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$1,000.00
1	1	2	1	Students will need headphones	Technology for instructional use	211-11-6396-04N-052-30-510-000000-25F10	\$2,000.00
1	2	1	1	Celebrate students who reach their academic target (certificates, snacks, engraved campus pencils, folders, backpacks, etc)	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$500.00
1	2	1	2	Pay for Teachers to deliver after school targeted tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-25F10	\$1,000.00
2	1	1	1	Data Folders, paper, ink for posters, poster paper and stickers	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$2,000.00
2	1	1	1	Certificates and Healthy Snacks for celebration of achievement	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$1,250.00
2	1	1	1	Incentives: Pencils, Pens, pencil pouches, cups, bags	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$1,000.00
2	1	1	2	Markers, Poster Paper and Stickers	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$2,000.00
2	2	1	1	Celebrate student achievement (certificates, snacks and engraved pencils, pens, bags, etc)	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$500.00
2	2	1	2	Pay Teacher for after school tutoring for fall and spring semester	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-25F10	\$1,000.00
3	1	1	1	All in Learning Program	Contracted instructional services	211-11-6299-04N-052-30-510-000000-25F10	\$14,575.00
3	1	1	2	Purchase of the Fundamental Five Books	Reading materials for professional development	211-13-6329-04N-052-30-510-000000-25F10	\$1,500.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Snacks for staff for professional development	Supplies and materials for professional development	211-13-6399-04N-052-30-510-000000-25F10	\$1,500.00
3	1	1	5	Extra Duty Pay Tutoring After School	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-25F10	\$2,100.00
3	1	2	2	General Supplies Needed for STEM Night (Math and Science)	Contracted instructional services	211-11-6299-04N-052-30-510-000000-25F10	\$5,000.00
3	1	2	2	General Supplies	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$5,000.00
3	1	2	2	Extra Duty Pay for Teachers	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-052-30-510-000000-25F10	\$5,000.00
3	2	1	2	technology - Tripods - record feedback sessions with teachers so that admin can receive feedback	Technology for instructional use	211-11-6396-04N-052-30-510-000000-25F10	\$200.00
3	2	1	3	Transportation - Afterschool Tutoring	Transportation costs for students	211-11-6412-04N-052-30-510-000000-25F10	\$15,000.00
3	2	1	3	Afterschool Tutoring Snacks for students (Water, Juice, Chips, Fruit Snacks, muffins, crackers, etc)	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$2,000.00
3	2	1	3	Afterschool Tutoring - Teacher Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-25F10	\$2,000.00
4	1	1	1	Snacks and incentives for students (certificates)	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$2,000.00
4	2	1	2	Ron Clark House APP - House Points	Technology for instructional use	211-11-6396-04N-052-30-510-000000-25F10	\$2,400.00
4	2	1	2	Teachers professional development at Ron Clark Academy	Travel for Teachers (PD)	211-13-6411-04N-052-30-510-000000-25F10	\$9,725.00
4	2	1	2	Certificates for students, Meadowbrook Swag(T-shirts, pencils, pens, backpacks)	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$3,000.00
4	2	1	2	Extra Duty Pay for Teachers Leaders	Extra duty pay for PD after hours	211-13-6116-0PD-052-30-510-000000-25F10	\$3,780.00
4	2	1	3	Snacks for students	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-25F10	\$4,500.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	3	Extra Duty Pay for Teachers - Culture Week	Extra duty for summer planning (off contract days)	211-13-6116-04N-052-30-510-000000-25F10	\$15,000.00
4	2	1	3	Supplies (Butcher Paper, Chart Paper, Markers, Tape)	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$6,000.00
4	2	1	3	Bus Transportation for students	Transportation costs for students	211-11-6412-04N-052-30-510-000000-25F10	\$5,000.00
4	3	1	1	Materials for the creation of school wide expectations (Posters, Ink, Poster Paper)	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-25F10	\$10,000.00
4	3	1	2	PD for Teachers	Travel for Teachers (PD)	211-13-6411-04N-052-30-510-000000-25F10	\$3,292.80
4	3	1	3	Ron Clark House APP	Reading materials & Software for classroom use	211-11-6329-04N-052-30-510-000000-25F10	\$2,000.00
4	4	2	1	Snacks for parents to participate in Coffee w/ the Principal	Snacks for parents to promote participation	211-61-6499-04L-052-30-510-000000-25F10	\$2,500.00
4	4	2	2	Extra Duty Pay - Family Engagement Specialists	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-052-30-510-000000-25F10	\$1,000.00
4	4	2	2	Extra Duty Pay - Back to School Block Party	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-052-30-510-000000-25F10	\$9,000.00
Sub-Total							\$149,572.80
Budgeted Fund Source Amount							\$149,572.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2	Snacks for Parents to promote engagement	Snacks for parents to promote participation	211-61-6499-04L-052-30-510-000000-25F10	\$1,000.00
4	4	1	1	Snacks for Parent Participation	Snacks for parents to promote participation	211-61-6499-04L-052-30-510-000000-25F10	\$1,500.00
4	4	2	2	Snacks for Parent Events	Snacks for parents to promote participation	211-61-6499-04L-052-30-510-000000-25F10	\$1,478.00
Sub-Total							\$3,978.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$3,978.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Instructional Materials for Professional Development Sessions	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-052-11-273-000000-	\$12,468.00
3	1	1	4	Reading and Social Studies Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-052-11-273-000000-	\$3,000.00
3	1	2	2	Instructional Supplies and Materials	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-052-11-273-000000-	\$2,000.00
3	2	2	1	OT for RISE TA	INSTRUCTION   EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-052-11-273-000000-	\$1,132.00
4	1	1	2	OT for Attendance Clerk, Data Clerk and Secretary	INSTRUCTION   EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-052-11-273-000000-	\$1,500.00
Sub-Total							\$20,100.00
Budgeted Fund Source Amount							\$20,100.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies needed for students to be successful in their AVID and CORE classes(Binders, dividers, pencils, pens, markers, colored pencils, paper, pencil pouch)	GENERAL SUPPLIES		\$1,720.00
Sub-Total							\$1,720.00
Budgeted Fund Source Amount							\$1,720.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2	Supplies Needed to host a Family Night (General Supplies)	GENERAL SUPPLIES		\$6,479.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$6,479.00
<b>Budgeted Fund Source Amount</b>							\$6,479.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Afterschool Support for RISE Students	EXTRA DUTY/OT - SUPPORT		\$4,982.00
3	2	2	1	Materials and Supplies	INSTRUCTIONAL MATERIALS		\$5,000.00
<b>Sub-Total</b>							\$9,982.00
<b>Budgeted Fund Source Amount</b>							\$9,982.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-052-24-273-000000-	\$2,924.50
3	2	1	3	Supplies and Materials for After School Tutoring	Supplies and materials for instructional use	199-11-6399-001-052-24-273-000000-	\$724.50
3	2	1	3	After school tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-052-24-273-000000-	\$2,200.00
4	2	1	1	Purchase of Second Step Middle School SEL Curriculum	Contracted instructional services	199-11-6299-001-052-24-273-000000-	\$3,495.00
<b>Sub-Total</b>							\$9,344.00
<b>Budgeted Fund Source Amount</b>							\$9,344.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Headphone for Emergent Bilingual students	Supplies and materials - instruction	199-11-6399-001-052-25-273-000000	\$2,456.00
<b>Sub-Total</b>							\$2,456.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,456.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Food for afterschool professional development to teachers	COCURRICULAR/ EXTRACURRIC   MISC CONTRACTED SERVICES	199-36-6299-XXX-052-99-273-000000-	\$1,500.00
3	1	1	4	Reading and Social Studies Supplies	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-052-99-273-000000-	\$2,000.00
3	2	1	1	Math and Science Instructional Materials	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-052-99-273-000000-	\$5,000.00
3	2	1	2	Technology - iPads to conduct walkthroughs	INSTRCTNL RES/MED SVCS   TECHNOLOGY < \$5000	199-12-6396-XXX-052-99-273-000000-	\$7,200.00
4	1	1	1	Snacks (ice cream, cupcakes) for celebration of perfect attendance.	FOOD SERVICE   NON- CONTRACT - SUPPORT	199-35-6127-XXX-052-99-273-000000-	\$2,500.00
4	3	1	1	Radios for Campus Staff for Safety and Security	SECURITY AND MONITORING   MISC CONTRACTED SERVICES	199-52-6299-XXX-052-99-273-000000-	\$3,000.00
Sub-Total							\$21,200.00
Budgeted Fund Source Amount							\$21,200.00
+/- Difference							\$0.00
Grand Total Budgeted							\$224,831.80
Grand Total Spent							\$224,831.80
+/- 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