

Fort Worth Independent School District
126 East Handley Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement:

As a community of diverse learners, we at East Handley Elementary are dedicated to motivating all students to reach their highest level of academic achievement. Our climate will embody the values of respect, perseverance and integrity. Through our results-oriented practices, shared focus on learning and collaborative culture, we will foster an optimal environment where students, teachers and staff are valued and encouraged to think critically and lead ethically.

Vision

Vision Statement:

East Handley will be a high performing school that will provide a safe and equitable environment where ALL voices are valued. We will continue to provide quality and culturally responsive instruction aligned to students' academic and social- emotional needs. These efforts will result in a culture of sustainable success and excellence.

Value Statement

East Handley Student Pledge:

We are the East Handley Bears

And Paw Pride gives us power.

This is our pledge to show positive behavior.

We promise to be responsible in all we do,

We will respect ourselves, our classmates and our leaders too.

We will be safe and orderly everywhere we go,

And we will do our best as we learn and grow!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	19
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.	19
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.	25
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	31
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	35
Campus Funding Summary	43
Policies, Procedures, and Requirements	46

Comprehensive Needs Assessment

Revised/Approved: February 13, 2024

Demographics

Demographics Summary

East Handley is a small pre-k thru 5th grade campus (328 students) . We are a multi-cultural, Title I/low-income, community-supported school. We have a dual-language program at each grade-level. We have slightly above average class sizes in the regular program and bilingual classrooms. The majority of our students are transported to and from school by a parent. Our stakeholders are made up of parents, staff, students, volunteers and community partners.

We have 52 total staff assigned to our campus.

We currently have 328 students. The disaggregated student groups are as follows:

- Hispanic: 68% (224/328)
- African American: 20% (66/328)
- Non-Hispanic White: 6% (21/328)
- Asian: 2% (7/328)
- Two or more 3% (10/328)
- Native American: 0/319
- Economic Disadvantage: 90% (296/328)
- Emergent Bilingual: 51% (169/328)
- ESL: 2% (6/318)
- SPED:15% (50/328)

Campus Level Full time staff:

- 23 Teachers Positions
- 8 Teacher Assistants
- 2 Administrators
- 1 Counselor
- 1 Intervention Specialist
- 1 Community In Schools Program Manager
- 1 Instructional Coach
- 3 Tutors
- 1 Librarian

- 1 School Nurse
- 3 Custodial Staff Positions
- 5 Nutritional Service Staff
- 1 Administrative Assistants
- 1 Data Clerk
- 1 Family Engagement Specialist

2024-2025 Staff Demographics

	Instructional (Teachers & Teacher Assistants)	Non-Instructional (Hourly)	Non-Instructional (Professional)	Campus Administrators
Hispanic	1 (TA) (3%); 9 (Teachers) (29%) 1 (Tutor)	10	0	0
African American	4 (TA's) (13%); 5 (Teachers) (16%) 2 (Tutors) 1 (Librarian)	1	2	2
White	1 TA (3%); 10 Teachers %) (32%)	0	3	0
Total	35	12	5	2

Demographics Strengths

The East Handley school community is proud of our inclusive and diverse student and staff demographic make-up. Currently 64% of East Handley student population is Hispanic. Hispanic students' attendance average for the 2024 semester 2 is %. African American students' attendance average for the 2024 semester 2 is % slightly above the attendance rate for all students, %. The attendance gap between our African American and Hispanic students groups has

narrowed to 94.43% and 93.94% respectively. The attendance gap for cycle 3 has closed between Hispanic and African American students.

East Handley's current enrollment is 328, a few students shy of the projected enrollment of 331 students. Our ending enrollment for the 2023-2024 year is 319. Our attendance for the 2023-2024 school year is the highest it has been since the drop in enrollment in the 2020-2021 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms. **Root Cause:** Lack of intentional alignment of resources and support staff to high-needs areas.

Student Learning

Student Learning Summary

2023-2024 MAP Growth Campus Data:

Math

Fall (BOY)

Spring (EOY)

Grade Mean RIT % Grade Mean RIT % (Percent +/-)

Kinder	137	31%	Kinder			
1st	157	30%	1st			
2nd	169	33%	2nd			
3rd	178	25%	3rd			
4th	190	28%	4th			
5th	197	28%	5th			

Math Spanish MAP Growth

Fall (BOY)

Spring (EOY)

Grade Mean RIT % Met Grade-level Norms Grade Mean RIT % (Percentage +/-)

Kinder	138	35%	Kinder			
1st	156	30%	1st			

End-of-Year Summary:

% of Kindergarten Students Who Met Math Growth Projection:

% of First Students Who Met Math Growth Projection:

% of second Students Who Met Math Growth Projection:

% of third Students Who Met Math Growth Projection:

% of fourth Students Who Met Math Growth Projection:

% of fifth Students Who Met Math Growth Projection:

Reading English MAP Growth

Fall (BOY)

Spring (EOY)

Grade Mean RIT % Met Grade-level Norms Grade Mean RIT % (Percentage +/-)

Kinder	134	35%	Kinder			
1st	151	40%	1st			
2nd	165	33%	2nd			
3rd	173	23%	3rd			
4th	186	28%	4th			
5th	196	47%	5th			

Reading Spanish MAP Growth

Fall (BOY)

Spring (EOY)

Grade Mean RIT % Met Grade-level Norms Grade Mean RIT % (Percentage +/-)

Kinder	134	55%	Kinder			
1st	152	70%	1st			
2nd	173	74%	2nd			

Kinder	134	55%	Kinder			
3rd	177	39%	3rd			
4th	183	24%	4th			
5th	195	47%	5th			

End-of-Year Summary:

MAP Fluency

Percentage of students at the Meets or above level for the 2024 Spring EOY Assessment

Foundational Skills

Grade	Phonological Awareness	Phonological Awareness (Sp.)	Phonics/ Word Recog.	Phonics/ Word Recog. (Sp.)	Listening Comp.	Listening Comp. (Sp.)	Picture Vocab.	Picture Vocab. (Sp.)	Oral Reading English	Oral Reading Spanish
Kinder	32% Exceeds 47% Meets 10% App. 11% Below	38% Exceeds 38% Meets 23% Below	42% Exceeds 32% Meets 5% App. 21% Below	54% Exceeds 38% Meets 8% App.	16% Exceeds 47% Meets 32% App. 5% Below	46% Exceeds 31% Meets 23% Below	32% Exceeds 47% Meets 11% App. 11% Below	31% Exceeds 23% Exceeds 23% App. 23% Below		
1st	65% App. 35% Below	45% App. 55% Below	45% App. 55% Below	82% App. 18% Below	65% Meets 10% App. 25% Below	27% Meets 64% App. 9% Below	80% Meets 15% App. 5% Below	27% Meets 36% App. 36% Below	20 Foundational Skills 3 Oral Fluency (100% Meets)	11 Foundational Skills 11 Oral Reading (73% Meets) (27% App.)

Grade	Phonological Awareness	Phonological Awareness (Sp.)	Phonics/ Word Recog.	Phonics/ Word Recog. (Sp.)	Listening Comp.	Listening Comp. (Sp.)	Picture Vocab.	Picture Vocab. (Sp.)	Oral Reading English	Oral Reading Spanish
2nd	100% Below	100% Below	100% Below	100% Below	67% Meets 20% App. 13% Below	50% Meets 33% App. 17% Below	60% Meets 30% App. 10% Below	25% Meets 42% App. 33% Below	30 Foundational Skills 22 Oral Fluency (14% Exceeds) (23% Meets) (27% App.) (36%Below)	12 Foundational Skills 8 Oral Reading (13% App.) (87% Below)
3rd	100% Below	100% Below	100% Below	100% Below	68% Meets 32% App.	33% Meets 33% App. 33% Below	79% Meets 16% App. 5% Below	17% Meets 83% Below	19 Foundational Skills 22 Oral Reading (14% Exceeds) (27% Meets) (55% App.) (5% Below)	6 Foundational Skills 8 Oral Reading (100% Below)

Student Learning Strengths

East Handley's 2024 February Reading Interim STAAR and March Interim STAAR Math Data:

Summary Statement: East Handley's grade 03 Reading Spanish scores were 23 points higher than the FWISD's grade 3 scores at the Approaches level of performance. East Handley grade 4 students outperformed FWISD at the Approaches (5 pts) and Meets (4pts.) levels of performance. Fifth grade students performed 5 points higher than FWISD at the approaches level of performance and 1 point higher at the Meets level of performance for reading.

	FWISD Rading (Eng)	East Handley Reading (Eng)	FWISD Reading (Sp)	East Handley Reading (Sp.)	FWISD Math	East Handley Math
3rd	Approaches: 34% Meets: 15% Masters: 6% Total Passed: 54%	Approaches: 32% Meets: 10% Masters: 7% Total Passed: 49%	Approaches: 20% Meets: 10% Masters: 3% Total Passed: 33%	Approaches: 43% Meets: 14% Masters: Total Passed: 57%	Approaches: 24% Meets: 6% Masters: 2% Total Passed: 33%	Approaches: 21% Meets: 2% Masters: % Total Passed: 24%
4th	Approaches: 33% Meets: 18% Masters: 18% Total Passed: 69%	Approaches: 38% Meets: 22% Masters: 9% Total Passed: 69%	Approaches: 34% Meets: 10% Masters: 9% Total Passed: 54%	Approaches: 22% Meets: 11% Masters: % Total Passed: 33%	Approaches: 35% Meets: 18% Masters: 16% Total Passed: 69%	Approaches: 33% Meets: 22% Masters: 3% Total Passed: 58%
5th	Approaches: 27% Meets: 20% Masters: 11% Total Passed: 58%	Approaches: 32% Meets: 21% Masters: 6% Total Passed: 60%	N/A	N/A	Approaches: 38% Meets: 17% Masters: 10% Total Passed: 64%	Approaches: 42% Meets: 18% Masters: 6% Total Passed: 66%

East Handley's 2024 STAAR Reading Data: Approaches Percentages

All Students 2023	All Students 2024	AA STAAR 2023	AA STAAR 2024	EB STAAR 2023	EB STAAR 2024
61%		55%		60%	

East Handley's 2023 STAAR Math Data: Approaches Percentages

All Students 2023	All Students 2024	AA STAAR 2023	AA STAAR 2024	EB STAAR 2023	EB STAAR 2024
47%		24%		52%	

Strength no gap in math between H and AA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is an English literacy achievement gap between the African American and Hispanic student groups. **Root Cause:** Lack of correlation between student literacy needs and RP teacher professional learning.

Problem Statement 2: Sixty-eight percent (47/69) of the literacy opportunity group are regular program (Non-EB) students. **Root Cause:** Lack of correlation between student literacy needs and RP teacher professional learning.

School Processes & Programs

School Processes & Programs Summary

Below are the current data for East Handley student programs:

Gifted and Talented: 7% (22/319)

ESL Program: 3% (11/319)

DLE Program: 43% (138/319)

LEP Status: 49% (156/319)

Pre-K Program: 13% (41/319)

SPED Program: 17% (55/319)

The 2023-2024 East Handley After School Program adds extra- curriculum activities to the students' school day. There has been steady enrollment and various classes available such as basketball, dance/theater, and the study of capoeira (Afro-Brazilian arts).

School Processes & Programs Strengths

Campus Safety Process:

Our process for addressing campus safety procedures are regularly scheduled CSERT (Campus Safety Emergency Response Team) meetings, Campus staff's access to the Informacast AP, distribution of Emergency Response Cards, training and implementation of the Non-Violent Response CPI Team, use of safety bags during practice drills and prepped for use, staff required Safe School training, locking of all exterior doors, access badges accessibility for FWISD designated employees, and regularly scheduled drills.

Bilingual Program:

East Handley has a strong bilingual program with 43% of our student population receiving bilingual services. 100% of bilingual teachers are fully certified and have at least 2 or more years of teaching experience. Out of the 8 TIA eligible bilingual teachers on campus, 4 (50%) have acquired a TIA designation at either the recognized or exemplary level.

Regular program:

-All but one teacher (96%) of East Handley 2023-2024 teachers are ESL certified. Ninety-four percent of required literacy teachers have completed the state required Reading Academies.

-One hundred percent of East Handley's teachers have created individual professional development plans that align with their selected T-Tess professional goal. Each teacher's professional goal is aligned to data and once completed will enhance the teacher's professional capacity in the focused area and an improved school experience for students. Campus administrators have worked with teachers to focus each professional goals and professional development plans.

-There has been a significant decrease in office referrals due to increased student and family engagement activities, implementation of the campus House System and student celebrations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ten percent of eligible regular program teachers have received a TIA designation compared to 50% of eligible DLE teachers. **Root Cause:** Insufficient campus-based professional learning opportunities are provided to grow regular program teachers including limited systems to support effective teaching & learning.

Perceptions

Perceptions Summary

East Handley's 2022-2023 turnover was a 3%. Staff retention allows for continued growth with community and family connections. Families are able to enjoy stability in the school experience and expectations.

Empathy surveys were conducted in November of 2023 as part of the principal's two-year Principal Impact Collaboration Fellowship. The results include the perceptions of parents, teachers and students (with parental consent) from the 2023-2024 4th grade literacy opportunity group. These survey results have been share the 2023-2024 SBDM committee.

Parents:

- Feel their child is receiving a quality education
- Feel their child has a positive connection with their teacher
- Feels their child is making progress in the general curriculum
- Feels the staff could do better on communicating issues in the earlier stages
- Overall is satisfied with the East Handley school experience

Student:

- Enjoys the social connections made with peers
- At times feels overwhelmed in classes
- Feels safe at school
- Feels as though teacher are concerned with their well-being and success

Teacher:

Perceptions Strengths

-East Handley Community Partnerships:

-East Handley PTA

-Rush Creek Church

-Trinity United Methodist Church

-East Pointe Church of Christ

-Radius Areospace

-East Handley PTA receive the Shining Star Award for recruiting 100% of the previous year's membership and achieving Good Standing.

Family Engagement has increased during the 2023-2024 school year. East Handley families attended various events such as:

- Open House
- First Six Weeks Data nights
- Grandparents Breakfast
- TCU Campus Work Day
- Parent Café parent classes
- Family Science Night at the Museum of Science & History
- East Handley & Eastern Hills Holiday Musical Concerts,
- Winter Read-In for Readers Become Leaders
- Black History Celebration
- English & Spanish Spelling Bee's
- Battle of the Books
- JOI club activities
- Career day.
- Reddy Basketball League Participants

We measured community participation based on sign-in sheets, student enrollment, community donations and social media traffic. Depending on the events, the level of participation varies from event to event, but observable levels of support from our community as well as volunteer support for individual events has increased during the 2023-2024 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students.

Root Cause: There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.

Priority Problem Statements

Problem Statement 1: There is an English literacy achievement gap between the African American and Hispanic student groups.

Root Cause 1: Lack of correlation between student literacy needs and RP teacher professional learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms.

Root Cause 2: Lack of intentional alignment of resources and support staff to high-needs areas.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Ten percent of eligible regular program teachers have received a TIA designation compared to 50% of eligible DLE teachers.

Root Cause 3: Insufficient campus-based professional learning opportunities are provided to grow regular program teachers including limited systems to support effective teaching & learning.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students.

Root Cause 4: There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Goals

Revised/Approved: April 30, 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 70% by May 2025.

*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish at 100% by May 2025.

Increase the percentage of African American students from 36% to 50% by May 2025.

Evaluation Data Sources: CLI Assessment Waves

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: PK Teachers, Instructional Coach, Campus Administrators

Title I:

2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1, 2024, develop a cycle of observation and feedback of PK literacy instruction aligned to the Science of Teaching Reading and the Creative Curriculum and share the observation cycle with PK teachers by mid-September 2024.</p> <p>Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September, 2024- May, 2025 Collaborating Departments: Early Childhood Department Delivery Method: Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on CLI phonological awareness activities from the CLI dashboard per six weeks.</p> <p>Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September, 2024- May, 2025 Collaborating Departments: Early Childhood Department Delivery Method: Face-to-Face</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>Problem Statement 1: There is an English literacy achievement gap between the African American and Hispanic student groups. Root Cause: Lack of correlation between student literacy needs and RP teacher professional learning.</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 64% to 67% 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 57% to 60% by May 2025.

Increase the percentage of African American students who meet or exceed projected growth on MAP Fluency indicators from 57% to 60% by May 2025.

Evaluation Data Sources: MAP Fluency Assessment

Strategy 1: Ensure PLCs are regularly scheduled with Pre-K - 5th grade teachers to actively develop Tier 1 instruction that is engaging, rigorous, and standard aligned lessons based upon student needs using district-approved curriculum and assessments, student data, and Data-Driven Instruction.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team and Student Support Team

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By September 1, 2024 create a comprehensive professional learning plan for all ELAR teachers serving tier 3 literacy students. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach and Campus Administration Date(s) / Timeframe: September 2024 Collaborating Departments: Humanities Department Delivery Method: Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By May 2024, ensure focus of at least 70% of reading PLCs focus on lesson internalization, planning (DDI Aggressive Monitoring), lesson delivery, skills practice, and feedback for Creative Curriculum and Amplify.</p> <p>Intended Audience: Literacy Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach and Campus Administration</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Humanities Department</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Instructional Materials - BEA (199 PIC 25) - 199-11-6399-001-126-25-313-000000 - \$1,095</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 2 Problem Statements:

Demographics
<p>Problem Statement 1: Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms. Root Cause: Lack of intentional alignment of resources and support staff to high-needs areas.</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 42% to 45% 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 64% to 67% by May 2025.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 30% to 40% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Assessments

Strategy 1: Establish a data driven culture that tracks, analyzes, and responds to students' academic, SEL, and cultural needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading .

Staff Responsible for Monitoring: Lead Teachers, Campus Instructional Coach and Campus Administration

Title I:

2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Administrators and Campus Instructional Coach Date(s) / Timeframe: August, 2024-May, 2025 Collaborating Departments: Humanities Department Delivery Method: Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers have scheduled time for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Administrators and Campus Instructional Coach Date(s) / Timeframe: August, 2024-May, 2025 Collaborating Departments: Humanities Department Delivery Method: Face-to-Face</p> <p>Funding Sources: Title 1 Teacher Assistant - TITLE I (211) - 211-11-6129-04E-126-30-510-000000-25F10 - \$26,864, Title 1 Tutor - TITLE I (211) - 211-11-6117-04E-126-30-510-000000-25F10 - \$12,884, SPED Instructional Materials - SPED (199 PIC 23) - \$3,404, Substitutes- Professional - UNDISTRIBUTED (199 PIC 99) - 199-23-6112-XXX-126-99-313-000000- - \$1,230</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 3 Problem Statements:

Demographics
<p>Problem Statement 1: Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms. Root Cause: Lack of intentional alignment of resources and support staff to high-needs areas.</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 65% to 70% by May 2025.

Increase the percentage of African American students from 60% to 65% by May 2025.

Evaluation Data Sources: CLI Assessment Waves

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 67% to 91% by May 2025.

Staff Responsible for Monitoring: PK Teachers, Instructional Coach, Campus Administrators

Title I:

2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1, 2024, develop a cycle of observation and feedback of PK math instruction aligned to the Science of Teaching Reading and the Creative Curriculum and share the observation cycle with PK teachers by mid-September 2024.</p> <p>Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Childhood Department Delivery Method: Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By May 2025, complete tracking and monitoring of teacher effectiveness and student progress of On Track on Circle Math activities from the CLI dashboard per six weeks.</p> <p>Intended Audience: PK Teachers and PK Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Childhood Department</p> <p>Delivery Method: Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Ten percent of eligible regular program teachers have received a TIA designation compared to 50% of eligible DLE teachers. Root Cause: Insufficient campus-based professional learning opportunities are provided to grow regular program teachers including limited systems to support effective teaching & learning.</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 TX-KEA Math from 68% to 72% by May 2025.

Increase the percentage of African American students from 57% to 61% by May 2025.

Evaluation Data Sources: TX-KEA Math Assessments

Strategy 1: Ensure PLCs are regularly scheduled with Pre-K - 5th grade teachers to actively develop Tier 1 instruction that is engaging, rigorous, and standard aligned lessons based upon student needs using district-approved curriculum and assessments, student data, and Data-Driven Instruction.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team and Student Support Team

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By September 1, 2024 create a comprehensive professional learning plan for all math teachers serving tier 3 math students. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus administrators and Campus Instructional Coach Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Math Department Early Childhood Department Delivery Method: Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress of students who score On Track on TX-KEA Math activities.</p> <p>Intended Audience: Math Teachers</p> <p>Provider / Presenter / Person Responsible: Campus administrators and Campus Instructional Coach</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Math Department Early Childhood Department</p> <p>Delivery Method: Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms. Root Cause: Lack of intentional alignment of resources and support staff to high-needs areas.</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 from 57% to 60% by May 2025.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from 45% to 50% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Assessments

Strategy 1: Establish a data driven culture that tracks, analyzes, and responds to students academic needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading .

Staff Responsible for Monitoring: Lead Teachers, Campus Instructional Coach and Campus Administration

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math


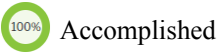
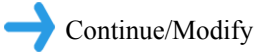

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus Administrators and Campus Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Department Delivery Method: Face-to-Face Funding Sources: Professional Learning Materials - TITLE I (211) - 211-13-6299-04E-126-30-510-000000-25F10 - \$1,800	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers have scheduled time for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Intended Audience: Math Teachers and Title 1 Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Campus Administrators, Campus Instructional Coach, Lead Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person Online</p> <p>Funding Sources: Title 1 Teacher Assistant - TITLE I (211) - 211-11-6129-04E-126-30-510-000000-25F10 - \$26,864, Teacher Professional Development - TITLE I (211) - 211-13-6299-04E-126-30-510-000000-25F10 - \$800, Tutors - BASIC (199 PIC 11) - 199-11-6117-XXX-126-11-313-000000- - \$9,960, Substitutes - UNDISTRIBUTED (199 PIC 99) - 199-23-6112-XXX-126-99-313-000000- - \$1,230</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Large class sizes results in high-needs student-to-teacher ratios in lower grade RP classrooms. Root Cause: Lack of intentional alignment of resources and support staff to high-needs areas.</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 24% to 30% by May 2025. Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 19% to 24% by May 2025.

High Priority

Evaluation Data Sources: Unit assessments, benchmarks scores, and STAAR Meets Performance

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Campus Instructional Leadership Team, Student Support Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Intended Audience: Classroom Teachers and Title 1 Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities Departments</p> <p>Delivery Method: In-Person Online</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6117-001-126-24-313-000000- - \$3,750, Reading Materials - GT (199 PIC 21) - \$386, Support Staff Extra Duty - UNDISTRIBUTED (199 PIC 99) - 199-12-6121-XXX-126-99-313-000000- - \$500, Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-126-99-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Ten percent of eligible regular program teachers have received a TIA designation compared to 50% of eligible DLE teachers. **Root Cause:** Insufficient campus-based professional learning opportunities are provided to grow regular program teachers including limited systems to support effective teaching & learning.

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 28% to 32% by May 2025. Increase the percentage of African American students from 19% to 24% by May 2025.

High Priority

Evaluation Data Sources: Unit assessments, benchmarks scores, and STAAR Meets Performance

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math.

Staff Responsible for Monitoring: Campus Instructional Leadership Team, Student Support Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Intended Audience: Classroom Teachers and Title I Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person Online</p> <p>Funding Sources: Instructional Supplemental Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-126-99-313-000000- - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Ten percent of eligible regular program teachers have received a TIA designation compared to 50% of eligible DLE teachers. **Root Cause:** Insufficient campus-based professional learning opportunities are provided to grow regular program teachers including limited systems to support effective teaching & learning.

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 19% to 14% by May 2025.

Decrease the number and percentage of African American students from 23% to 18% by May 2025.

Evaluation Data Sources: District Attendance Cycle Reports

Strategy 1: Campus Attendance Committee (CAC) reviews and creates plans to improve the attendance trends below 90% threshold every six weeks.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences.

Staff Responsible for Monitoring: Campus Attendance Committee and Campus Student Support Team

Title I:

2.5

- 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			
<p>Action Step 1: By September 2024, the Campus Attendance Committee will create a systematic monitoring and tiered response that will result in decreased chronic absenteeism.</p> <p>Intended Audience: Chronically absent students</p> <p>Provider / Presenter / Person Responsible: Campus Attendance Committee and Campus Student Support System</p> <p>Date(s) / Timeframe: September 2024-May 2024</p> <p>Collaborating Departments: MTSS Department Parent Partnership Department</p> <p>Delivery Method: Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students. **Root Cause:** There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.

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 overall number of discipline referrals by school personnel from 101 to 70 by May 2025.-

Decrease the number of discipline referrals by school personnel for African American students from 69 to 36 by May 2025.-

Evaluation Data Sources: Focus Discipline Report and District Discipline Cycle Reports

Strategy 1: Convene Student Support Team and review ADQ Cycle Report Data and Focus Discipline Data to determine students most impacted and in need of additional behavioral supports.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 13% to 0% by May 2025.

Staff Responsible for Monitoring: Campus Student Support Team and Campus Administrators





Title I:

2.5, 2.6

- TEA Priorities:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1, ensure that Student Support Team has the capacity to access and analyze ADQ Cycle Report Data, Focus Discipline data, and Branching Minds Interventions to support students' behavioral needs.</p> <p>Intended Audience: Teachers and Students</p> <p>Provider / Presenter / Person Responsible: Student Support Team and Campus Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Division of Equity and Excellence Restorative Practice Specialist</p> <p>Delivery Method: In-Person</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 2 Problem Statements:

Perceptions

Problem Statement 1: East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students. **Root Cause:** There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.

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 percentage of out of school suspensions for African American students from 53% to 48% by May 2025.

Evaluation Data Sources: Focus Discipline Report and District Discipline Cycle Reports

Strategy 1: Convene Student Support Team and review ADQ Cycle Report Data and Focus Discipline Data to determine students most impacted and in need of additional behavioral supports.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students from 17 to 10 by May 2024.

Staff Responsible for Monitoring: Campus Student Support Team and Campus Administrators

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			
<p>Action Step 1: By September 1, ensure that Student Support Team has the capacity to access and analyze ADQ Cycle Report Data, Focus Discipline data, and Branching Minds Interventions to support students' behavioral needs.</p> <p>Intended Audience: Teachers and Students</p> <p>Provider / Presenter / Person Responsible: Student Support Team and Campus Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Division of Equity and Excellence Restorative Practice Specialist</p> <p>Delivery Method: In-Person Online</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 3 Problem Statements:

Perceptions

Problem Statement 1: East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students. **Root Cause:** There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.

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 student, parent and stakeholder engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs by May 2025.

Evaluation Data Sources: Family engagement event attendance and event feedback.

Strategy 1: Plan, organize and implement high-impact student and family engagement activities and events for the school year.

Strategy's Expected Result/Impact: Increase student and family engagement opportunities from a diverse group of stakeholders.

Staff Responsible for Monitoring: Campus administrators, campus planning committees and Family Engagement Specialist

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By May 2025 , campus staff will implement positive behavior expectations, Restorative Practices, student celebrations, and the Ron Clark House system.</p> <p>Intended Audience: EH students and staff</p> <p>Provider / Presenter / Person Responsible: Campus administrators, Campus SEL Team, and Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Division of Equity and Excellence</p> <p>Delivery Method: In-Person Online</p> <p>Funding Sources: Family Engagement Incentives - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-126-30-510-000000-25F10 - \$592</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Implement opportunities for students and families to experience high-levels of engagement and positive school experience.</p> <p>Intended Audience: East Handley students and families</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, SBDM Committee and East Handley PTA</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Engagement Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-126-30-510-000000-25F10 - \$1,400, Support Staff Extra Duty - TITLE I (211) - 211-61-6121-04L-126-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June






Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: East Handley has observed a decrease in enrollment from the 22-23 school year of 336 students to the 2023-2024 school year of 328 students. Root Cause: There is a perception that compared to East Handley, competing schools are better equipped to meet the learning and SEL needs of students.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Title 1 Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-126-30-510-000000-25F10	\$26,864.00
1	3	1	2	Title 1 Tutor	Tutors with degree or certified	211-11-6117-04E-126-30-510-000000-25F10	\$12,884.00
2	3	1	1	Professional Learning Materials	Contracted professional development	211-13-6299-04E-126-30-510-000000-25F10	\$1,800.00
2	3	1	2	Teacher Professional Development	Contracted professional development	211-13-6299-04E-126-30-510-000000-25F10	\$800.00
2	3	1	2	Title 1 Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-126-30-510-000000-25F10	\$26,864.00
4	4	1	2	Support Staff Extra Duty	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-126-30-510-000000-25F10	\$2,500.00
Sub-Total							\$71,712.00
Budgeted Fund Source Amount							\$71,712.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Engagement Incentives	Snacks for parents to promote participation	211-61-6499-04L-126-30-510-000000-25F10	\$592.00
4	4	1	2		Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-126-30-510-000000-25F10	\$1,400.00
Sub-Total							\$1,992.00
Budgeted Fund Source Amount							\$1,992.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Tutors	INSTRUCTION TEMP/ HOURLY - PROFESSIONAL	199-11-6117-XXX-126-11-313-000000-	\$9,960.00
Sub-Total							\$9,960.00
Budgeted Fund Source Amount							\$9,960.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Reading Materials	OTHER READING MATERIALS		\$386.00
Sub-Total							\$386.00
Budgeted Fund Source Amount							\$386.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	SPED Instructional Materials	INSTRUCTIONAL MATERIALS		\$3,404.00
Sub-Total							\$3,404.00
Budgeted Fund Source Amount							\$3,404.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Tutoring	Tutors with degree or certified	199-11-6117-001-126-24-313-000000-	\$3,750.00
Sub-Total							\$3,750.00
Budgeted Fund Source Amount							\$3,750.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Instructional Materials	Supplies and materials - instruction	199-11-6399-001-126-25-313-000000	\$1,095.00
Sub-Total							\$1,095.00
Budgeted Fund Source Amount							\$1,095.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Substitutes- Professional	SCHOOL LEADERSHIP SUBS - PROFESSIONAL	199-23-6112-XXX-126-99-313-000000-	\$1,230.00
2	3	1	2	Substitutes	SCHOOL LEADERSHIP SUBS - PROFESSIONAL	199-23-6112-XXX-126-99-313-000000-	\$1,230.00
3	1	1	1	Support Staff Extra Duty	INSTRCTNL RES/MED SVCS EXTRA DUTY/OT - SUPPORT	199-12-6121-XXX-126-99-313-000000-	\$500.00
3	1	1	1	Supplies and Materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-126-99-313-000000-	\$1,000.00
3	2	1	1	Instructional Supplemental Materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-126-99-313-000000-	\$6,000.00
Sub-Total							\$9,960.00
Budgeted Fund Source Amount							\$9,960.00
+/- Difference							\$0.00
Grand Total Budgeted							\$102,259.00
Grand Total Spent							\$102,259.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

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

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