

Fort Worth Independent School District
133 W. M. Green Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

MISSION STATEMENT

We will promote a positive and innovative educational environment that cultivates learning for all. By joining forces with stakeholders, we will produce life-long learners and productive citizens.

Vision

- Guiding Vision: 5 Star School based on the School Performance Framework
 - 1. At least 75% of students will meet or exceed one year's growth on MAP Reading, Math, and Fluency and STAAR Reading, Math, and Science
 - 2. At least 65% of emergent bilingual students will progress by one or more proficiency levels for their composite TELPAS score
 - 3. At least 95% Student & Staff Attendance
 - 4. Fewer than 10 suspensions across the campus
 - 5. 85% or above on student, family, and teacher climate polls

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
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.	24
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
Goal 5: 85% or above on family school climate polls	41
Campus Funding Summary	42
Policies, Procedures, and Requirements	45

Comprehensive Needs Assessment

Revised/Approved: May 3, 2024

Demographics

Demographics Summary

W.M. Green has 551 students currently enrolled

Racial Categories	Gender	Average Daily Attendance 92.53	Mobility	Discipline	Special Education
Hispanic or Latino -349	Male - 303 Female- 248	Pk-90.98 K-93 1st-93.06 2nd-93.07 3rd-92.15 4th-92.14 5th -92.81	22.8% as of 22-23	12 referrals All 12 Males 75% AA 25% Hisp 25% SPED 25% LEP 110% ED	78 Students
Black or A A - 155					
White - 15					
Asian - 15					
Two or more - 12					

35 Teachers

- 7 Hispanic (Bilingual)
- 10 African American
- 17 White
- 1 two or more

- 3 Long term substitutes
- 6 1st year teachers

9 Teacher Assistants

- 5 Hispanic (Bilingual)
- 3 African American
- 1 White

Program	# std
ESEC K inc	5
ESEC	11
RISE I	9
RISE II	6

Demographics Strengths

W.M. Green Elementary has many strengths. Some of the most notable demographics strengths include:

1. Campus attendance rate increased by 2% this school year.
2. Low staff turnover rate.
3. Chronic absenteeism dropped by 5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): AA students were identified as chronically absent 5% more than all students . **Root Cause:** A system for tracking these students and providing their families with resources must be more consistent.

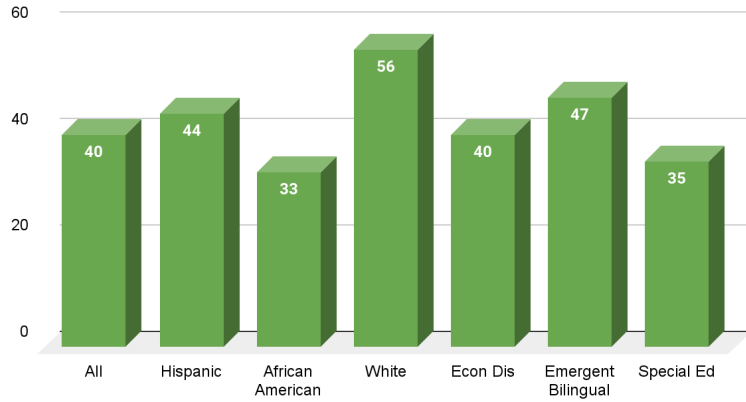
Problem Statement 2 (Prioritized): Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). **Root Cause:** Although we follow the district criteria, our campus needs a more compressed attendance process.

Problem Statement 3 (Prioritized): 100% of discipline referrals were male students **Root Cause:** A system to identify, support and track identified student's application of self regulated strategies.

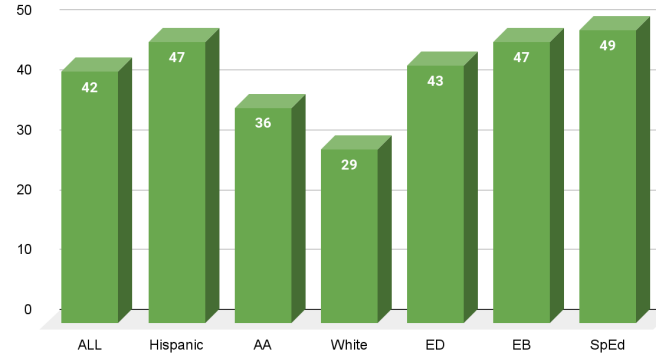
Student Learning

Student Learning Summary

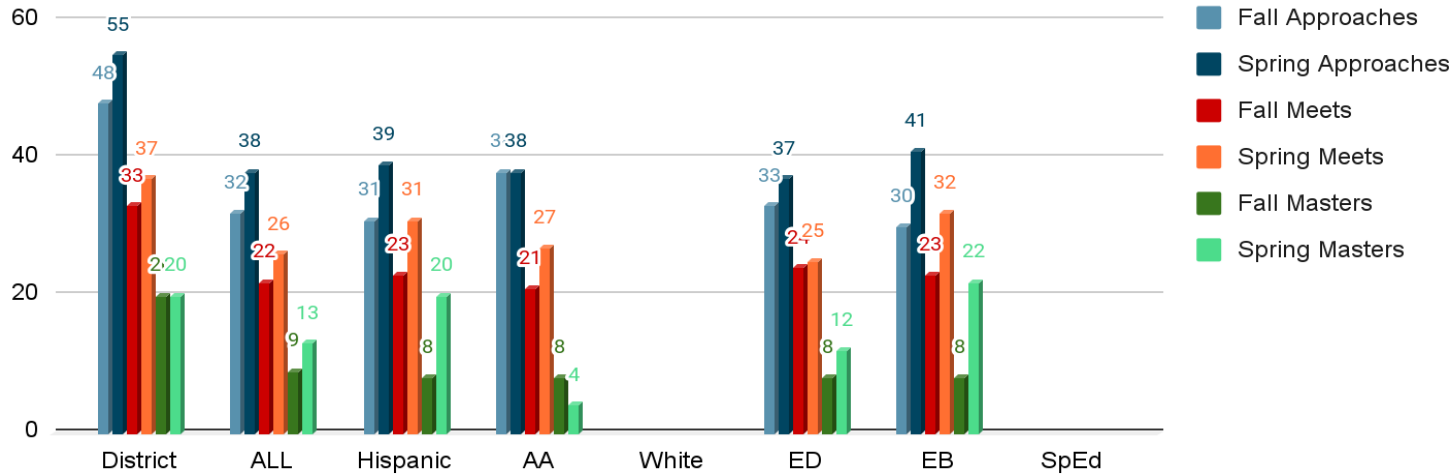
MAP Projected Growth by Student Group | Reading



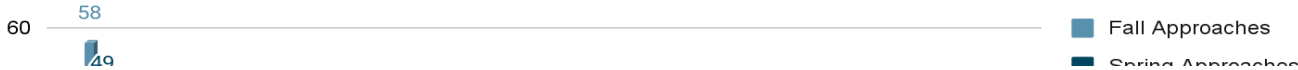
MAP Growth by Student Groups | Math

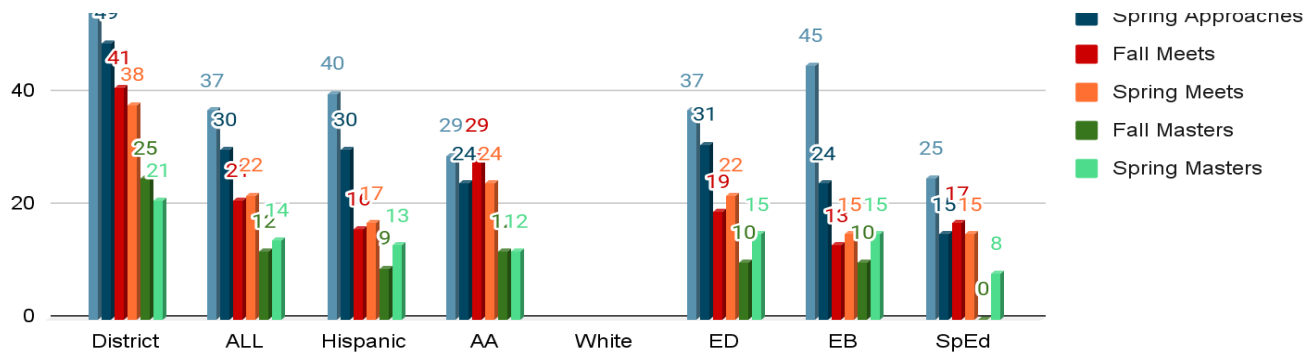


3rd Grade Rdg Fall vs Spring Interim Comparison Data

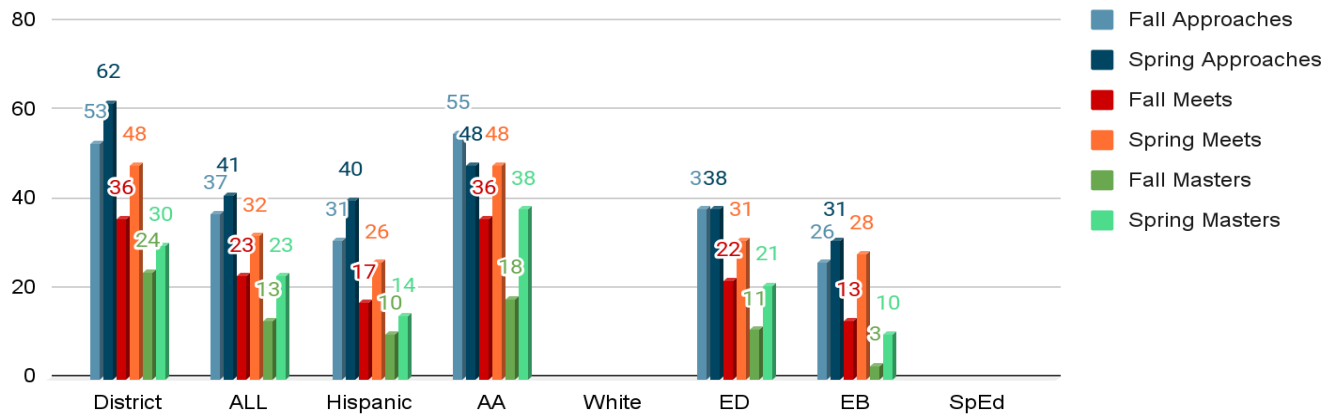


4th Grade Rdg Fall vs Spring Interim Comparison Data





5th Grade Rdg Fall vs Spring Interim Comparison Data



Student Learning Strengths

Current Map Data

Reading

58% of 5th grade students met projected growth
 47% of Emergent Bilingual met projected growth
 46% of 4th grade students met projected growth
 44% of Hispanic students met growth

Reading Spanish

87% of Kindergarten students met projected growth
 65% of 5th grade students met projected growth

63% of 2nd grade students met projected growth
50% of Sped students met growth

Math

54% of 3rd grade students met projected growth
49% of Special Education met projected growth
47% of Emergent Bilingual students met growth

Current Interim assessments

3rd Grade

Emergent Bilingual students Masters grew by 14 %
Hispanic students Masters grew by 12%

4th grade

Special Education students grew in Masters by 8%
Economically disadvantaged students grew in Masters by 5%

5th grade

African American increased in Masters by 20%
Emergent Bilingual increased in Masters by 15%
All Students Masters increased by 10%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 9% of African American student scored at meets or above on STAAR Reading. **Root Cause:** Tier I instruction is not consistently aligned to the TEKS.

Problem Statement 2 (Prioritized): Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

Problem Statement 3 (Prioritized): Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment. **Root Cause:** There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.

Problem Statement 4 (Prioritized): 21% of Asian students met their projected MAP growth goals on the Middle of the Year Assessment. **Root Cause:** There is a lack of capacity to effectively analyze student data to pinpoint address individual needs for all student needs.

School Processes & Programs

School Processes & Programs Summary

Data Driven Instruction

- Use of required curriculum (Amplify and Eureka)
- Making data visual
- Weekly PLCs Planning Meetings
- Weekly Data Meetings to ensure lesson alignment and high quality tier-1 instruction.
- Strategic Observation and feedback to ensure successful programming.

MTSS

- Social and Emotional Supports for students and teachers
- MTSS -intervention block and HITT (pull out and after school tutoring)
- Social Emotional Support (morning check ins, individual and group sessions 2 counselors and a Navigator)

Goal Setting

- Teachers will conference with students on their Student Growth Goals
- Students will continue to monitor and graph data toward growth goal
- Students will write clear action steps to meet their end of year growth goal

Academic support to assist teachers in planning:

- Talk Read, Talk Write
- Habits of Discussion
- Unpacking TEKS to create Know/Show Charts
- High Quality Exit tickets
- Weekly Data Meetings: Student Work Analysis

Additional support to assist in student intervention:

- Strategic W.I.N time (focused on students not meeting growth goal)
- Push In Tutor for 4th grade
- After school tutoring for 3rd - 5th
- Weekly Credit Recovery

SEL

- Social Skills strategies through our counseling department
- Male staff mentoring
- Home Visits
- Continued focus on Restorative Practices

School Processes & Programs Strengths

Consistent weekly collaborative team meetings have resulted in aligned planning and training.

Campus community building through the "House System" have resulted in lower student behavior issues.

Visual data tracking allow all stakeholders to see current reality and set goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier I instruction across grade levels were not consistently aligned. **Root Cause:** Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.

Problem Statement 2 (Prioritized): The Branching Minds Intervention Usage report shows 67% of Tier 3 interventions support is being delivered with fidelity. **Root Cause:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

Problem Statement 3 (Prioritized): High quality lesson plans that are aligned to the standards and include best practices and formative assessments are inconsistently implemented. **Root Cause:** The campus is currently at the beginning stage of implementing aligned summative assessments.

Perceptions

Perceptions Summary

Culture and Climate

- Home school communication through social application
- Cycle Celebrations
- Community Events
- Life Event celebrations
- Themed Food Events
- Birthday Recognitions
- House Meetings
- Student and Staff Leadership Opportunities

Perceptions Strengths

Parent communication via social applications involve more parents and reduce miscommunication.

Parent and family events result in deeper relationship with staff and more parent involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions. **Root Cause:** SEL resources are not being used consistently.

Priority Problem Statements

Problem Statement 1: Tier I instruction across grade levels were not consistently aligned.

Root Cause 1: Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math.

Root Cause 2: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: AA students were identified as chronically absent 5% more than all students .

Root Cause 3: A system for tracking these students and providing their families with resources must be more consistent.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions.

Root Cause 4: SEL resources are not being used consistently.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%).

Root Cause 5: Although we follow the district criteria, our campus needs a more compressed attendance process.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 100% of discipline referrals were male students

Root Cause 6: A system to identify, support and track identified student's application of self regulated strategies.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Only 9% of African American student scored at meets or above on STAAR Reading.

Root Cause 7: Tier I instruction is not consistently aligned to the TEKS.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment.

Root Cause 8: There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 21% of Asian students met their projected MAP growth goals on the Middle of the Year Assessment.

Root Cause 9: There is a lack of capacity to effectively analyze student data to pinpoint address individual needs for all student needs.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: The Branching Minds Intervention Usage report shows 67% of Tier 3 interventions support is being delivered with fidelity.

Root Cause 10: Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: High quality lesson plans that are aligned to the standards and include best practices and formative assessments are inconsistently implemented.

Root Cause 11: The campus is currently at the beginning stage of implementing aligned summative assessments.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: September 27, 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 83% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 92% by May 2025.

Increase the percentage of Hispanic students On Track on Circle Phonological Awareness in English 83% to 85% by May 2025.

Evaluation Data Sources: CLI Progress Monitoring Reports

Strategy 1: Hold Weekly collaborative Planning and Data Meetings to ensure instructional alignment and ongoing student progress.

Strategy's Expected Result/Impact: Student growth toward district goals will be evident in walkthroughs (lesson execution) and Student Data (work samples and data points)

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional Coaches and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 1 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure all educators understand Creative Curriculum, collaborative team planning, exit tickets and weekly data meeting protocols and norm.</p> <p>Intended Audience: Teachers, CIC, Campus administrator</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal and Instructional Coach</p> <p>Date(s) / Timeframe: August 31, 2024-May 2025</p> <p>Collaborating Departments: Early Literacy</p> <p>Delivery Method: In person and virtual training</p> <p>Funding Sources: Materials for professional development - SCE (199 PIC 24) - 199-11-6299-001-133-24-313-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-133-99-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide additional planning time to allow for collaborative team planning and unpacking of the standards and Amplify curriculum.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, District Literacy Coach</p> <p>Date(s) / Timeframe: October 9th, November 6th, January 29th, March 26th</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Extra Help Substitutes - TITLE I (211) - 211-11-6112-0PD-133-30-510-000000-25F10 - \$3,300</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: AA students were identified as chronically absent 5% more than all students . Root Cause: A system for tracking these students and providing their families with resources must be more consistent.</p>
School Processes & Programs
<p>Problem Statement 1: Tier I instruction across grade levels were not consistently aligned. Root Cause: Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.</p>

School Processes & Programs

Problem Statement 3: High quality lesson plans that are aligned to the standards and include best practices and formative assessments are inconsistently implemented. **Root Cause:** The campus is currently at the beginning stage of implementing aligned summative assessments.

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 45% 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 43% to 48% 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 33% to 40% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth and Fluency Report

Strategy 1: Provide Intervention time outside of the instructional schedule via After School Tutring focused on foundational reading skills i.e. phonological, phonemic awareness and comprehension skills through small group reading and other interventions including i-Ready

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic testing, and MAP Growth and Fluency will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional Coaches, and Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create an After School Tutoring Plan for accelerated instruction for Grades 1st-5th to take place from October 8, 2024-April 3rd, 2025.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Teachers</p> <p>Date(s) / Timeframe: By September 30, 2024</p> <p>Delivery Method: In person</p> <p>Funding Sources: Tutors - TITLE I (211) - 211-11-6116-04E-133-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Track student intervention progress on a cumulative tracking platform, Branching Minds and student geared data trackers</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principals, Assistant Principal, Instructional coaches, and Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: In person and 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 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 9% of African American student scored at meets or above on STAAR Reading. Root Cause: Tier I instruction is not consistently aligned to the TEKS.</p> <p>Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. Root Cause: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.</p> <p>Problem Statement 3: Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment. Root Cause: There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.</p>
School Processes & Programs
<p>Problem Statement 2: The Branching Minds Intervention Usage report shows 67% of Tier 3 interventions support is being delivered with fidelity. Root Cause: Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.</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 40% 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 62% to 67% by May 2025.

Increase the percentage of African American students from 33% to 40% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Reading Report

Strategy 1: Daily Literacy Intervention time will focus on foundational reading skills i.e. letters and sounds, small group reading and Core 5.

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic, and MAP Growth and Fluency will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal , Instructional coaches, and Teachers

Title I:

2.5, 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: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Track student intervention progress on a cumulative tracking platform, Branching Minds and student geared data trackers Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Culturally responsive instruction will be provided in order to engage all students more in Literacy learning.

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic, and MAP Growth and Fluency, and STAAR will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal , Instructional coaches, and Teachers

Title I:

2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional development on the implementation of Flocabulary during teacher-led instruction will be provided along with access to Flocabulary for lesson planning</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principals, Assistant Principal, Instructional coaches, and Teachers</p> <p>Date(s) / Timeframe: October 2024-May 2025</p> <p>Delivery Method: In person</p> <p>Funding Sources: Flocabulary - SCE (199 PIC 24) - 199-11-6396-001-133-24-313-000000- - \$1,737</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 9% of African American student scored at meets or above on STAAR Reading. Root Cause: Tier I instruction is not consistently aligned to the TEKS.</p>

Student Learning

Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

Problem Statement 3: Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment. **Root Cause:** There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.

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 81% to 86% by May 2025.
 Increase the percentage of Hispanic students On Track on Circle Math in English from 81% to 86% by May 2025.

Evaluation Data Sources: CLI progress monitoring reports

Strategy 1: Hold Weekly collaborative Planning, utilizing core curriculum and standards, as well as Data Meetings to ensure instructional alignment and ongoing student progress.

Strategy's Expected Result/Impact: Student growth toward district goals will be evident in walkthroughs (lesson execution) and Student Data (work samples and data points)

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional coach and teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide additional planning time to allow for collaborative team planning and unpacking of the standards and Eureka curriculum</p> <p>Intended Audience: Teachers, CIC, Campus administrator</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Teachers</p> <p>Date(s) / Timeframe: October 9th, November 6th, January 29th, and March 26th</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-133-30-510-000000-25F10 - \$3,300</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

School Processes & Programs

Problem Statement 1: Tier I instruction across grade levels were not consistently aligned. **Root Cause:** Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.

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 40% to 45% by May 2025.

Increase the percentage of Asian students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 38% 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 33% to 40% by May 2025.

High Priority

Evaluation Data Sources: Assessment checkpoints such as Progress Monitoring and MAP Growth and Fluency will show evidence of student growth.

Strategy 1: Provide Intervention time outside of the instructional schedule via After School Tutring focused on foundational math fluency skills through small group math and other interventions including i-Ready

Strategy's Expected Result/Impact: Student growth toward district goals will be evident in walkthroughs (lesson execution) and Student Data (work samples and data points)

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Create an After School Tutoring Plan for accelerated instruction for Grades 1st-5th to take place from October 8, 2024-April 3rd, 2025.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Teachers</p> <p>Date(s) / Timeframe: By September 30, 2024</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Tutors - TITLE I (211) - 211-11-6116-04E-133-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Track student intervention progress on a cumulative tracking platform, Branching Minds and student geared data trackers</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principals, Assistant Principal, Instructional coaches, and Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: MTSS</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:

Student Learning
<p>Problem Statement 1: Only 9% of African American student scored at meets or above on STAAR Reading. Root Cause: Tier I instruction is not consistently aligned to the TEKS.</p> <p>Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. Root Cause: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.</p> <p>Problem Statement 3: Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment. Root Cause: There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.</p> <p>Problem Statement 4: 21% of Asian students met their projected MAP growth goals on the Middle of the Year Assessment. Root Cause: There is a lack of capacity to effectively analyze student data to pinpoint address individual needs for all student needs.</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 42% to 70% by May 2025.

Increase the percentage of Asian students from 21% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1: Daily Math Intervention time will focus on foundational math fluency during, small group math and Dreambox

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic, and MAP Growth and Fluency will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal , Instructional coaches, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Track student intervention progress on a cumulative tracking platform, Branching Minds and student geared data trackers</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach and teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Culturally responsive instruction will be provided in order to engage all students more in Math learning.

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic, and MAP Growth, and STAAR will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal , Instructional coaches, and Teachers

Title I:

2.5, 2.6

- **TEA Priorities:**

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


- **ESF Levers:**


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


- **Targeted Support Strategy - Additional Targeted Support Strategy**


Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional development on the implementation of Flocabulary during teacher-led instruction will be provided along with access to Flocabulary for lesson planning</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principals, Assistant Principal, Instructional coaches, and Teachers</p> <p>Date(s) / Timeframe: October 2024-May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Flocabulary - SCE (199 PIC 24) - 199-11-6396-001-133-24-313-000000- - \$1,737</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 9% of African American student scored at meets or above on STAAR Reading. Root Cause: Tier I instruction is not consistently aligned to the TEKS.</p> <p>Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. Root Cause: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.</p> <p>Problem Statement 3: Less than 42% of kinder- 5th grade students met or exceeded their projected MAP Growth goals on the Middle of the Year assessment. Root Cause: There is a lack of capacity to effectively analyze student data and use it to effectively address student needs.</p>

Student Learning

Problem Statement 4: 21% of Asian students met their projected MAP growth goals on the Middle of the Year Assessment. **Root Cause:** There is a lack of capacity to effectively analyze student data to pinpoint address individual needs for all student needs.

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 28% to 70% 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 19 % to 70% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1: Hold Weekly collaborative Planning and Data Meetings to ensure instructional alignment and ongoing student progress.

Strategy's Expected Result/Impact: Student growth toward district goals will be evident in walkthroughs (lesson execution) and Student Data (work samples and data points)

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional coach and teachers

Title I:


2.4, 2.5, 2.6


- **TEA Priorities:**


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


Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide additional planning time to allow for collaborative team planning and unpacking of the standards and the Amplify and Eureka curriculums.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Teachers</p> <p>Date(s) / Timeframe: October 9th, November 6th, January 29th, March 26th</p> <p>Collaborating Departments: Literacy and Math Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

School Processes & Programs

Problem Statement 1: Tier I instruction across grade levels were not consistently aligned. **Root Cause:** Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.

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 20% to 70% by May 2025.
Increase the percentage of African American students from 9% to 70% by May 2025.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1: Provide Intervention time outside of the instructional schedule via After School TutOring focused on foundational reading and math fluency skills through small group reading, math, and other interventions including i-Ready

Strategy's Expected Result/Impact: Assessment checkpoints such as Progress Monitoring, i-Ready Diagnostic testing, and MAP Growth and Fluency, and STAAR will show evidence of student growth.

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional Coaches, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create an After School Tutoring Plan for accelerated instruction for Grades 1st-5th to take place from October 8, 2024-April 3rd, 2025. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach and teachers Date(s) / Timeframe: By September 30, 2024 Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase Supplemental Interventions such as I-Ready to support individual achievement gaps and acceleration.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Curriculum Associates, Principal, Assistant Principal Instructional coaches</p> <p>Date(s) / Timeframe: August 2024 - December 2024</p> <p>Delivery Method: In person and online</p> <p>Funding Sources: I Ready Online program - TITLE I (211) - 211-11-6396-04E-133-30-510-000000-25F10 - \$14,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. Root Cause: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.</p>
School Processes & Programs
<p>Problem Statement 1: Tier I instruction across grade levels were not consistently aligned. Root Cause: Time for collaborative planning for standards alignment and rigorous student engagement must be protected weekly.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 23 % to 17% by May 2025.

Decrease the number and percentage of African American students from 37% to 25% by May 2025.

Evaluation Data Sources: ADQ Attendance Reports

Strategy 1: Utilize a system to reduce chronic absenteeism which includes: detailed and timely information to parents about their child's absences. positive messaging about the school and utilizing daily attendance to identify students for increased support based on attendance.

Strategy's Expected Result/Impact: Higher academic achievement evidenced on MAP and STAAR Assessments

Staff Responsible for Monitoring: Principal, Assistant principal ,Family Engagement Specialist, Data Clerk and teachers

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide information to families regarding chronic absences throughout the school year via a 3, 5, and 7 plus day tracking system</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Family Engagement Specialist and Counselors</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Engagement and Counseling</p> <p>Delivery Method: Online communication and in person, home visits</p> <p>Funding Sources: Supplies & Materials for parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-133-30-510-000000-25F10 - \$1,536, Snacks for Family Engagment events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-133-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Increase the percentage to 85 or above for on the Family school climate polls

Strategy's Expected Result/Impact: finsih

Staff Responsible for Monitoring: principal

Title I:

2.5

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Add action step from Goal 5 Funding Sources: Food for family engagement - TITLE I (211) - 211-61-6499-04L-133-30-510-000000-25F10 - \$2,500	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AA students were identified as chronically absent 5% more than all students . Root Cause: A system for tracking these students and providing their families with resources must be more consistent.
Problem Statement 2: Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). Root Cause: Although we follow the district criteria, our campus needs a more compressed attendance process.

Student Learning

Problem Statement 2: Based on MAP Growth Middle of the Year Data, our campus is expected to receive 36 points for academic growth in reading and 41 points for academic growth in math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to inconsistent implementation of researched best instructional practices.

School Processes & Programs

Problem Statement 3: High quality lesson plans that are aligned to the standards and include best practices and formative assessments are inconsistently implemented. **Root Cause:** The campus is currently at the beginning stage of implementing aligned summative assessments.

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 3 to 2 by May 2025.

Evaluation Data Sources: ADA Data Reports

Strategy 1: Utilizing the House System in grades PK-5 to ensure culturally responsible and inclusive campus environment to motivate students.

Strategy's Expected Result/Impact: A decrease in absenceS and attendance issues.

Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal Teachers.

Title I:

2.5, 2.6

- TEA Priorities:


Improve low-performing schools


- ESF Levers:


Lever 3: Positive School Culture


Problem Statements: Demographics 1, 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hold regular house meetings that. include academic competitions, recognize top attendance, academic growth, citizenship, and House Store</p> <p>Intended Audience: Students, families, teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Counselors and House Leaders.</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Counseling</p> <p>Delivery Method: In person</p> <p>Funding Sources: Incentives and supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-133-11-313-000000- - \$2,000 , After School Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-133-11-313-000000- - \$1,000, After School Tutoring - BASIC (199 PIC 11) - 199-11-6121-XXX-133-11-313-000000- - \$1,000, Misc Contracted Services - BASIC (199 PIC 11) - 199-11-6299-XXX-133-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Utilize two counselors to support Restorative Practices, Restorative Justice and MTSS-B strategies to students.

Strategy's Expected Result/Impact: Students will be able to create positive relationships, self regulate and focus on academic achievement, and the number of out of school suspensions will reduce to below 10.

Staff Responsible for Monitoring: Counselors, Principals, Assistant Principal and teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use an additional counselor to support SEL and MTSS-B.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Guidance and cojnseing</p> <p>Date(s) / Timeframe: July 27, 2024 - June 20, 2025</p> <p>Collaborating Departments: Guidance and counseling</p> <p>Delivery Method: in person</p> <p>Funding Sources: Guidance counselor - TITLE I (211) - 211-31-6119-04E-133-30-510-000000-25F10 - \$79,000</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: AA students were identified as chronically absent 5% more than all students . Root Cause: A system for tracking these students and providing their families with resources must be more consistent.</p> <p>Problem Statement 2: Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). Root Cause: Although we follow the district criteria, our campus needs a more compressed attendance process.</p> <p>Problem Statement 3: 100% of discipline referrals were male students Root Cause: A system to identify, support and track identified student's application of self regulated strategies.</p>

Perceptions

Problem Statement 1: Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions. **Root Cause:** SEL resources are not being used consistently.

Goal 5: 85% or above on family school climate polls

Performance Objective 1: Increase family engagement and satisfaction rate on school climate polls to at least 85%

Evaluation Data Sources: School Climate Polls administered via the Weekly Family Newsletter

Strategy 1: Utilize the Family Engagement Specialist and Community Services budget to host more informative family events

Strategy's Expected Result/Impact: Increase family engagement and satisfaction rate on school climate polls to at least 85%





Staff Responsible for Monitoring: Family Engagement Specialist and Principal

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Host monthly Principal Chats during various times of the day to ensure that families are informed regarding the school mission, vision, and major initiatives</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Principal and Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Refreshents for families - TITLE I (211) - 211-61-6499-04L-133-30-510-000000-25F10</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>				

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Extra Help Substitutes	Subs for professional development	211-11-6112-OPD-133-30-510-000000-25F10	\$3,300.00
1	2	1	1	Tutors	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-133-30-510-000000-25F10	\$7,000.00
2	1	1	1		Subs for professional development	211-11-6112-OPD-133-30-510-000000-25F10	\$3,300.00
2	2	1	1	Tutors	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-133-30-510-000000-25F10	\$7,000.00
3	2	1	2	I Ready Online program	Technology for instructional use	211-11-6396-04E-133-30-510-000000-25F10	\$14,000.00
4	1	2	1	Food for family engagement	Snacks for parents to promote participation	211-61-6499-04L-133-30-510-000000-25F10	\$2,500.00
4	2	2	1	Guidance counselor	Counselor - Elementary	211-31-6119-04E-133-30-510-000000-25F10	\$79,000.00
5	1	1	1	Refreshments for families	Snacks for parents to promote participation	211-61-6499-04L-133-30-510-000000-25F10	\$0.00
Sub-Total							\$116,100.00
Budgeted Fund Source Amount							\$116,582.40
+/- Difference							\$482.40
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for Family Engagment events	Snacks for parents to promote participation	211-61-6499-04L-133-30-510-000000-25F10	\$1,500.00
4	1	1	1	Supplies & Materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-133-30-510-000000-25F10	\$1,536.00
Sub-Total							\$3,036.00
Budgeted Fund Source Amount							\$3,036.00

FAMILY ENGAGEMENT (211)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	2	1	1	After School Tutoring	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-133-11-313-000000-	\$1,000.00	
4	2	1	1	Incentives and supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-133-11-313-000000-	\$2,000.00	
4	2	1	1	After School Tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-133-11-313-000000-	\$1,000.00	
4	2	1	1	Misc Contracted Services	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-133-11-313-000000-	\$1,000.00	
Sub-Total							\$5,000.00	
Budgeted Fund Source Amount							\$8,460.00	
+/- Difference							\$3,460.00	
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
Sub-Total							\$0.00	
Budgeted Fund Source Amount							\$538.00	
+/- Difference							\$538.00	
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
Sub-Total							\$0.00	
Budgeted Fund Source Amount							\$6,476.00	
+/- Difference							\$6,476.00	

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Materials for professional development	Contracted instructional services	199-11-6299-001-133-24-313-000000-	\$2,000.00
1	3	2	1	Flocabulary	Technology for instructional use	199-11-6396-001-133-24-313-000000-	\$1,737.00
2	3	2	1	Flocabulary	Technology for instructional use	199-11-6396-001-133-24-313-000000-	\$1,737.00
Sub-Total							\$5,474.00
Budgeted Fund Source Amount							\$6,675.00
+/- Difference							\$1,201.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$1,980.00
+/- Difference							\$1,980.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-133-99-313-000000-	\$2,000.00
Sub-Total							\$2,000.00
Budgeted Fund Source Amount							\$21,900.00
+/- Difference							\$19,900.00
Grand Total Budgeted							\$165,647.40
Grand Total Spent							\$131,610.00
+/- Difference							\$34,037.40

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