

**Fort Worth Independent School District**  
**147 Morningside Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Empowering ALL students to attain high levels of academic proficiency and to become lifelong learners who value and show respect for themselves and each other.

## Vision

Efficacy, Equity, Excellence, and Empowered Students!

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# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Morningside Elementary is a Title I campus. It is comprised of approximately **406** students. Morningside Elementary educates students in grades Prek 3 through 5th grade. At Morningside, **28.6%** African American, **66.8%** Hispanic, **2.7%** White, **0.5%** Asian, and **1.3%** two or more races.

As a Title I campus, we receive supplemental funding to ensure "that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on state academic assessments." This funding is used school-wide to improve student achievement via added services and programs. To be considered a Title I campus, a minimum of 40% of the students must qualify for free or reduced lunch. At Morningside, **97.9%** of our students qualify for free and reduced lunch.

We provide regular programming, two-way dual language, ESL, gifted and talented, early childhood, special education, and inclusion special education classes.

Our staff is diverse in terms of years of experience and race/ethnicity. Below is a breakdown of our teaching and professional staff in terms of demographics:

- Hispanic: **46.7%**
- African American: **20%**
- Asian: **3.3%**
- White: **30%**

### Demographics Strengths

#### Demographics Strengths:

- We have established a PTO.
- We engage parents by communicating in their home language and allowing them to volunteer and be a part of our school environment.
- We provide multiple resources to support the economic needs of students and families including free breakfast and lunch for all students, IPADS for all students, and school supplies, school uniforms, winter coats, etc. to those in need.
- Our daily attendance rate remains above 90%.
- Our staff composition is representative of the diverse demographics present within our student population, fostering an inclusive and equitable environment for all.
- Teachers have a diverse range of experience levels, with 33.3% possessing 1-5 years, 20% with 6-10 years, 20% with 11-20 years, and 6.7% with 21-30 years of experience.

- We have one PreK 3 class offered for students who qualify through a grant with Fort Worth Children’s Partnership.
- We implement SEL supports to assist in meeting the needs of our scholars including a full-time certified counselor, a CIS case manager, and FWISD Case Manager.

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

**Problem Statement 1 (Prioritized):** Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%. **Root Cause:** Differing parental attitudes towards early education and the importance of regular attendance in the early years of education.

**Problem Statement 2:** 31% of African American students were identified as being chronically absent. **Root Cause:** Inadequate communication, early identification of chronic absenteeism, and engagement strategies between the school and African American families.

**Problem Statement 3:** Only 34% of African American students met their projected growth in NWEA MAP Math and 40% met their projected growth in reading compared to all other sub-population groups. **Root Cause:** Lack of targeted intervention and support mechanisms in place between missed instructional time due to chronic absenteeism and mastery of essential learning standards.

# Student Learning

## Student Learning Summary

Morningside Elementary was rated as a "B" campus by the Texas Education Agency in 2021-2022. The results for STAAR in 2024 are as follows:

2024 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
ELA/Reading	45%	55%	26%	7%
Math	44%	56%	30%	8%
Science	73%	27%	11%	2%

The 2024 STAAR Meets Grade Level Performance by Student Group:

	ALL	AA	H	W	A	Sp Ed	ED	EL
ELA/Reading	73%	28%	28%	*	*	26%	24%	19%
Math	27%	43%	24%	*	*	29%	27%	16%
Science	11%	12%	8%	*	*	13%	7%	7%

- At the MEETS performance level in ELA/Reading:
- At the MEETS performance level in Mathematics:
- At the MEETS performance level in Science:

The 2023-2024 NWEA End of The Year MAP data for Reading and Math (**English**) indicate the following percentage of students **meeting their projected growth**:

Grade Level	Reading	Math
Kinder	33%	74%
1st Grade	19%	18%
2nd Grade	25%	71%
3rd Grade	33%	76%
4th Grade	49%	60%
5th Grade	46%	31%
ALL	37%	56%

The 2023-2024 NWEA End of The Year MAP data for Reading and Math (**Spanish**) indicate the following percentage of students **meeting projected growth**:

Grade Level	Reading	Math
Kinder	37%	
1st Grade	28%	
2nd Grade	47%	
3rd Grade	65%	
4th Grade	68%	
5th Grade	52%	
ALL	48%	

The 2023-2024 NWEA End of The Year MAP data for Reading and Math (**ENGLISH**) indicates the following percentage of students meeting their **grade level norm**:

Grade Level	Reading	Math
Kinder	25%	50%
1st Grade	16%	16%
2nd Grade	9%	44%
3rd Grade	17%	33%
4th	26%	41%
5th	49%	37%
ALL	25%	38%

The 2023-2024 MOY MAP Data in Reading and Math (**Spanish**) indicate the following percentage of students meeting their **grade level norm**:

Grade Level	Reading	Math
Kinder	50%	
1st Grade	31%	
2nd Grade	23%	
3rd Grade	56%	
4th Grade	59%	
5th Grade	53%	
ALL	43%	

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## Student Learning Strengths

- 69% of Kindergarten students and 51% of fourth-grade students met grade-level norms in reading on the NWEA MAP Reading test in English.
- 79% of Kindergarten students, 63% of 3rd-grade students, 55% of 4th-grade students, and 64% of 5th-grade students are meeting the projected growth on NWEA MAP data given in English.
- 52% of Kindergarten students, 54% of 2nd grade students, 77% of 3rd grade students, and 73% of 4th grade students are meeting projected growth on NWEA MAP data given in English.
- 66% of Kindergarten, 53% of 2nd grade, and 81% of 3rd grade students are meeting their projected growth in NWEA MAP data given in Spanish.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Only 34% of African American students met their projected growth in NWEA MAP Math and 40% met their projected growth in reading compared to all other sub-population groups. **Root Cause:** Lack of targeted intervention and support mechanisms in place between missed instructional time due to chronic absenteeism and mastery of essential learning standards.

**Problem Statement 2:** Special Education K-5 students under performed their "all students" peers in growth points by 8 points on the MOY MAP Reading Assessment **Root Cause:** Teachers not consistently implementing instructional strategies based on student data and SPED instructional best practices to meet the students goals.

**Problem Statement 3 (Prioritized):** Absence of a referral process regarding students who are in need of MTSS Referral for Behavior, Academics, and Attendance. **Root Cause:** Clear communication between all parties involved including Administration, Counselor, Diagnostician, Dyslexia, Speech, Inclusion/Resource Teachers, Family Engagement Specialist, Parents, and Teachers. Implementation of an MTSS Referral System at the Beginning of Year with all Parties involved.

**Problem Statement 4:** Lack of consistent and effective progress monitoring procedures to accurately gauge student progress and determine the efficacy of intervention and assessment of student growth. **Root Cause:** Insufficient professional development regarding progress monitoring tools and data-driven progress monitoring practices.



# School Processes & Programs

## School Processes & Programs Summary

Teachers have fully implemented Amplify and are confident that our students will continue to show growth. All math classrooms utilize Eureka Math in grades K-5. The curriculum provides structured direct instruction to build students' conceptual understanding of numbers. The curriculum also supports teachers in math pedagogy. Our Pre-Kindergarten teachers have also fully implemented the Teaching Strategies curriculum, and continue to participate in PLC to refine their teaching practices.

At Morningside Elementary, teachers utilize the curriculum framework to ensure alignment with state standards while following the literacy instructional framework and the lesson structure to deliver effective instruction. To provide academic support to struggling students and identify needs for additional support the MTSS process is followed with fidelity. We also provide additional instruction for students in the Gifted and Talented program.

For the 2024-2025 school year, we have strategically implemented Data-Driven instruction (DDI) methodologies to enhance teaching and learning outcomes. The purpose is to empower teachers with timely and relevant data insights that inform instructional decision-making and secondly, to personalize learning experiences tailored to the diverse needs of our student population. Teachers analyze student work and develop reteach plans through the PLC process in order to adjust instructional strategies, interventions, and resources accordingly. Our hope is to cultivate a culture of continuous improvement, where data-driven insights drive instructional practices and ultimately lead to enhanced student achievement.

## School Processes & Programs Strengths

- Master Schedule provides opportunities to have daily collaborative team meetings with the instructional coach, administration, and peers.
- Teachers continued professional learning in Amplify and Eureka.
- Teachers continued practice of DDI framework and creating intervention plans for high-leverage standards.
- Identification of students who need support through the MTSS process.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Absence of a referral process regarding students who are in need of MTSS Referral for Behavior, Academics, and Attendance. **Root Cause:** Clear communication between all parties involved including Administration, Counselor, Diagnostician, Dyslexia, Speech, Inclusion/Resource Teachers, Family Engagement Specialist, Parents, and Teachers. Implementation of an MTSS Referral System at the Beginning of Year with all Parties involved.

**Problem Statement 2:** Lack of consistent and effective progress monitoring procedures to accurately gauge student progress and determine the efficacy of intervention and assessment of student growth. **Root Cause:** Insufficient professional development regarding progress monitoring tools and data-driven progress monitoring practices.

**Problem Statement 3:** According to the 2022 Texas Academic Performance Report (TAPR), 7% of students at Morningside Elementary were identified as Gifted and talented as compared to the FWISD percentage of 12.2%. **Root Cause:** Failure to recognize characteristics of beyond academically talented students.

**Problem Statement 4:** Only 34% of African American students met their projected growth in NWEA MAP Math and 40% met their projected growth in reading compared to all other sub-population groups. **Root Cause:** Lack of targeted intervention and support mechanisms in place between missed instructional time due to chronic absenteeism and mastery of essential learning standards.

**Problem Statement 5:** Special Education K-5 students under performed their "all students" peers in growth points by 8 points on the MOY MAP Reading Assessment **Root Cause:**

Teachers not consistently implementing instructional strategies based on student data and SPED instructional best practices to meet the students goals.

# Perceptions

## Perceptions Summary

According to family engagement events data, the highest activities attended were Family Literacy Night, Trunk or Treat and Open House.

Family Literacy: Estimated 50% of families were in attendance

Fall Festival: Estimated 50% of families were in attendance

Open House: Estimated 38% of families were in attendance

Family Valentine's Dance: Estimated 28% of families were in attendance

All Pro Dads - 1st year: Estimated 12% of families were in attendance

## Perceptions Strengths

Based on data from a school wide teacher survey some of the strengths were:

The staff feels cared for and supported by each other.

The staff feels supported by our Instructional Coach and we have high expectation for our students and teachers.

Teachers understand the policies for addressing student bullying throughout the grades.

Students feel supported by the front office staff and teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%. **Root Cause:** Differing parental attitudes towards early education and the importance of regular attendance in the early years of education.

**Problem Statement 2:** 31% of African American students were identified as being chronically absent. **Root Cause:** Inadequate communication, early identification of chronic absenteeism, and engagement strategies between the school and African American families.

**Problem Statement 3:** According to the 2022 Texas Academic Performance Report (TAPR), 7% of students at Morningside Elementary were identified as Gifted and talented as

compared to the FWISD percentage of 12.2%. **Root Cause:** Failure to recognize characteristics of beyond academically talented students.

# Priority Problem Statements

**Problem Statement 1:** Absence of a referral process regarding students who are in need of MTSS Referral for Behavior, Academics, and Attendance.

**Root Cause 1:** Clear communication between all parties involved including Administration, Counselor, Diagnostician, Dyslexia, Speech, Inclusion/Resource Teachers, Family Engagement Specialist, Parents, and Teachers. Implementation of an MTSS Referral System at the Beginning of Year with all Parties involved.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%.

**Root Cause 2:** Differing parental attitudes towards early education and the importance of regular attendance in the early years of education.

**Problem Statement 2 Areas:** Demographics - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

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

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

# Goals

## **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 85.7% to 90% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 79% to 85% by May 2025.

**Evaluation Data Sources:** Circle Phonological Awareness Assessment

**Strategy 1:** Develop the capacity of regular program and dual language PK teachers to ensure they are effectively implementing Creative Curriculum, monitoring, adjusting, and providing rigorous instruction daily.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math in English and Spanish and support their Social/Emotional needs.

**Staff Responsible for Monitoring:** Early Learning Coach, Instructional Coach, Administrators, Teachers

### **Title I:**

2.4, 2.5





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

Build a foundation of reading and math

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

Lever 5: Effective Instruction



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teacher will engage in high-quality, standard-aligned professional learning session in PLC's that focuses on lesson planning for Tier 1 instruction.</p> <p><b>Intended Audience:</b> Teacher, Paraprofessionals</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Administrator, District Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-147-99-313-000000- - \$6,600</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Within the first Semester, implement a tier intervention system focused on early literacy and numeracy skills, targeting struggling students. Then, incorporate evidence-based instructional strategies during small group instruction.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-September 2024</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - SPED (199 PIC 23) - \$1,846, - SPED (199 PIC 23) - \$1,847</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>				

**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 41.5% to 52% 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 26.3% to 36% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27.5% to 38% by May 2025.

**Strategy 1:** Ensure that Collaborative Meetings are regularly scheduled to actively develop a comprehensive Data-Driven Instructional approach and teachers actively develop engaging and rigorous lessons based on student needs utilizing district-approved resources (Amplify/Lexia).

**Strategy's Expected Result/Impact:** Ensure students are provided with high-quality instruction that meets their academic and social-emotional needs.

**Staff Responsible for Monitoring:** Administrators, Campus Instructional Coach

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By August 31, 2024, develop and implement a data-driven cycle for weekly PLC meetings for the first semester, including campus administrators to attend each PLC. <b>Intended Audience:</b> Teachers, CIC <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Math, Science, Reading Department <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will use MAP data, Core 5 data and Amplify unit assessment data to develop standard-aligned Tier 1 instruction and intentionally for small groups.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6399-04E-147-30-510-000000-25F10 - \$5,394.80</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Schedule daily intervention time will target students who are below grade level in reading skills, using a variety of resources to differentiate intervention activities for students.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> CIC, Administrators, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-147-24-313-000000- - \$5,615, - TITLE I (211) - 211-11-6121-04E-147-30-510-000000-25F10 - \$2,000</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>				

**Strategy 2:** Improve the quality and alignment of Tier I instruction for all students through the use of the Amplify Unit and Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in planning and delivery of literacy instruction to increase the percentage of students who meet or exceed their expected progress on Reading Fluency.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Scheduled daily intervention time will target students who are below grade level in reading skills, using a variety of resources to differentiate intervention activities for those students.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> CIC, Administrators, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6116-04E-147-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> The teacher Assistant will provide intervention for students (K-2) who are below grade level targeting phonemic awareness.</p> <p><b>Intended Audience:</b> Teachers, Teacher Assistant, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, TA</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6329-04E-147-30-510-000000-25F10 - \$5,000</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>				

**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 33.9% to 43% 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 58.9% to 61% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 22.2% to 32% by May 2025.

**Strategy 1:** Ensure PLC's are creating targeted small groups focusing on literacy skills, tailored to the specific needs of students identified as below grade level in MAP Growth Reading Assessments.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Leadership Team, Teachers, Administrators

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Analyze MAP Growth Reading assessment data to identify students performing below grade level and identify specific literacy skills and areas for each student based on assessment results. <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> CIC, Administrators, Teachers <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Every six weeks, monitor and evaluate student progress based on interventions and evaluate the effectiveness of the intervention through ongoing data analysis.</p> <p><b>Intended Audience:</b> Students, Teachers, Instructional Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> CIC, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Instructional Materials - TITLE I (211) - 211-11-6329-04E-147-30-510-000000-25F10 - \$4,600</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Teacher Assistant to work with teachers to develop personalized reading intervention plans tailored to the specific needs of K-2 students, incorporating evidence-based strategies and ongoing progress monitoring to maximize effectiveness.</p> <p><b>Intended Audience:</b> Teacher, Teacher Assistant</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Title I Teacher Assistant - TITLE I (211) - 211-11-6129-04E-147-30-510-000000-25F10 - \$26,894</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>				

**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 82.9% to 87% by May 2025.

Increase the percentage of PK students who score On TRACK in Spanish on Circle Math from 88.9% to 93% by May 2025.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 65% by May 2025.

**Strategy 1:** Continue to develop the capacity of regular program and dual language PK teachers to ensure they are effectively implementing Creative Curriculum, monitoring, adjusting and providing rigorous instruction daily.

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

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**


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


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs focused on Math modeling and problem-solving (math throughout all parts of the day). <b>Intended Audience:</b> Teachers, Paraprofessional <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Administrators, District Campus Instructional Coach <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> By the end of the first six weeks, teachers will create a Math-Rich Classroom environment consisting of illustrated word walls, anchor charts, and other materials that support number sense, patterns, spatial relationships, shapes, construction, and measuring activities.</p> <p><b>Intended Audience:</b> Teachers, Para Professionals  <b>Provider / Presenter / Person Responsible:</b> District CIC, Administrators, Teachers  <b>Date(s) / Timeframe:</b> August 2024-September 2024  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> By August 25, 2024 develop a system/cycle of observation and feedback of math instruction aligned to Creative Curriculum content and share observation cycle with staff by mid-September 2024.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team  <b>Provider / Presenter / Person Responsible:</b> Administrators, CIC  <b>Date(s) / Timeframe:</b> August 2024-September 2024  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Teachers will participate in professional development on how to incorporate model math thinking and problem-solving strategies throughout the daily curriculum.</p> <p><b>Intended Audience:</b> Teachers, Paraprofessionals  <b>Provider / Presenter / Person Responsible:</b> Administrators, CIC  <b>Date(s) / Timeframe:</b> August 2024  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Administrators, CIC  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 52% 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 39% to 44% by May 2025.

**Strategy 1:** Improve the quality and alignment of Tier I instruction for all students through the use of the Eureka Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in planning and delivery of mathematics instruction to increase the percentage of students who meet or exceed their expected progress on Math MAP Growth.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By August 25, 2023 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid-September 2024. <b>Intended Audience:</b> Develop the capacity of teachers in planning and delivery of mathematics instruction to increase the percentage of students who meet or exceed their expected progress on Math MAP Growth. <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024-September 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> District Math Department  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6329-001-147-25-313-000000 - \$1,915</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Strategy 2:** Utilize NWEA MAP Math data to identify learning gaps and accelerated instruction needs to improve student performance and target their Zone of Proximal Development within standards they are ready to learn.

**Strategy's Expected Result/Impact:** Increase mathematical development for students.

**Staff Responsible for Monitoring:** Leadership Team, Teachers

**Title I:**

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Diagnostician, SLP, Dyslexia Teacher, Leadership Team  <b>Date(s) / Timeframe:</b> September 2024- May 2025  <b>Collaborating Departments:</b> Special Education  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6321-XXX-147-11-313-000000- - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, Special Education Teachers, Diagnostician</p> <p><b>Date(s) / Timeframe:</b> September 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Special Education</p> <p><b>Delivery Method:</b> 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;">  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>				

**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 43.8% to 50% 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 28.2% to 33% by May 2025.

**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 student achievement

**Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-147-11-313-000000- - \$13,020	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Monitor student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core 5) and celebrate achievements.</p> <p><b>Intended Audience:</b> Instructional Leadership Team, Teachers, Students  <b>Provider / Presenter / Person Responsible:</b> Administrators  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Establish activities for students, parents and teachers to become involved in promoting reading at school, at home. Battle of the Books, Read Across America, Literacy Nights, English and Spanish Spelling Bees, other programs to enhance the culture and grow literacy rates and engagement.</p> <p><b>Intended Audience:</b> Students, Parents, Librarian, Teachers  <b>Provider / Presenter / Person Responsible:</b> Librarian, Teachers  <b>Date(s) / Timeframe:</b> October 2024 through May 2024  <b>Collaborating Departments:</b> Library, ELAR, ESL, Dual Language, SPED  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Books for the library - TITLE I (211) - 211-12-6329-04E-147-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**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 32.7% to 40% 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 26.7% to 32% by May 2025.

**Strategy 1:** Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to student's academic needs.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** CIC, Administrators

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By the end of the first six weeks, establish a goal-setting and data cycle system that will allow ongoing progress monitoring to track students' improvement over time on high-leverage standards. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators, CIC, Coach <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core5).</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students.</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - GT (199 PIC 21) - \$370</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>				



**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 21% to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 25% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance.

**Strategy's Expected Result/Impact:** Increased attendance and achievement

**Staff Responsible for Monitoring:** FES, Data Clerk, Teachers, Leadership Team

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize FES as a liaison to parents by providing follow up calls when students are absent and coordinate support to improve attendance.</p> <p><b>Intended Audience:</b> Parents and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, Administrators, Social Workers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Family and Community Partnerships</p> <p><b>Delivery Method:</b> In Person, Phone Call, Email, Virtual</p> <p><b>Funding Sources:</b> Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-147-30-510-000000-25F10 - \$32,276</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide Professional Learning opportunities that develop the capacity of staff to promote a positive and inclusive school culture</p> <p><b>Intended Audience:</b> Teachers, Staff and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> In Person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Host multiple school activities to share student data, academic progress, and opportunities for school connectedness. Activities will support student reading, math, science achievement and foster school connectedness.</p> <p><b>Intended Audience:</b> Families and Community</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, FES, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Parent &amp; Community Partnerships</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-147-30-510-000000-25F10 - \$1,611, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-147-30-510-000000-25F10 - \$711</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**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 4.2% to 2 % by May 2025.

**Strategy 1:** Align and leverage programs, resources, and MTSS systems of support to decrease discipline incidents and improve school culture and climate.

**Strategy's Expected Result/Impact:** Increased attendance and achievement

**Staff Responsible for Monitoring:** Teachers, Leadership Team

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Through professional learning, develop the capacity of teachers and staff on Restorative Practices,Culturally Responsive Teaching and mental health and wellness skills for adults and students.</p> <p><b>Intended Audience:</b> Teachers, Staff and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor, Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Collaborating Departments:</b> Student Support Services</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-147-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop and Implement a school-wide SWPBIS system that aims to foster a positive school climate by proactively promoting desired behaviors and providing support for students to achieve academic and social success.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024- May 2025</p> <p><b>Delivery Method:</b> In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide students with incentives and recognition for positive behavior.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrator, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Incentives for students to promote positive behavior through PBIS - TITLE I (211) - 211-11-6499-04E-147-30-510-000000-25F10 - \$1,000</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>				

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		Supplies and materials for instructional use	211-11-6399-04E-147-30-510-000000-25F10	\$5,394.80
1	2	1	3		Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-147-30-510-000000-25F10	\$2,000.00
1	2	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-147-30-510-000000-25F10	\$10,000.00
1	2	2	2		Reading materials & Software for classroom use	211-11-6329-04E-147-30-510-000000-25F10	\$5,000.00
1	3	1	2	Instructional Materials	Reading materials & Software for classroom use	211-11-6329-04E-147-30-510-000000-25F10	\$4,600.00
1	3	1	3	Title I Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-147-30-510-000000-25F10	\$26,894.00
3	1	1	3	Books for the library	Reading materials for library use	211-12-6329-04E-147-30-510-000000-25F10	\$2,000.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-147-30-510-000000-25F10	\$32,276.00
4	2	1	3	Incentives for students to promote positive behavior through PBIS	Snacks or incentives for students	211-11-6499-04E-147-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$89,164.80
<b>Budgeted Fund Source Amount</b>							\$89,164.80
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3		Snacks for parents to promote participation	211-61-6499-04L-147-30-510-000000-25F10	\$1,611.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-147-30-510-000000-25F10	\$711.00
<b>Sub-Total</b>							\$2,322.00
<b>Budgeted Fund Source Amount</b>							\$2,322.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	1		INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-147-11-313-000000-	\$1,200.00
3	1	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-147-11-313-000000-	\$13,020.00
4	2	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-147-11-313-000000-	\$1,500.00
<b>Sub-Total</b>							\$15,720.00
<b>Budgeted Fund Source Amount</b>							\$15,720.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		GENERAL SUPPLIES		\$370.00
<b>Sub-Total</b>							\$370.00
<b>Budgeted Fund Source Amount</b>							\$370.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		GENERAL SUPPLIES		\$1,847.00
1	1	1	2		INSTRUCTIONAL MATERIALS		\$1,846.00
<b>Sub-Total</b>							\$3,693.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$3,693.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-147-24-313-000000-	\$5,615.00
<b>Sub-Total</b>							\$5,615.00
<b>Budgeted Fund Source Amount</b>							\$5,615.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2		Reading materials - instruction	199-11-6329-001-147-25-313-000000	\$1,915.00
<b>Sub-Total</b>							\$1,915.00
<b>Budgeted Fund Source Amount</b>							\$1,915.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		COCURRICULAR/ EXTRACURRIC   GENERAL SUPPLIES	199-36-6399-XXX-147-99-313-000000-	\$6,600.00
<b>Sub-Total</b>							\$6,600.00
<b>Budgeted Fund Source Amount</b>							\$6,600.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$125,399.80
<b>Grand Total Spent</b>							\$125,399.80
<b>+/- Difference</b>							\$0.00

# Policies, Procedures, and Requirements

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

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