Fort Worth Independent School District

222 Clifford Davis Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Mission Statement:

L. Clifford Davis Elementary prioritizes academic excellence and student growth by providing intentional high quality, student-centered, authentic learning experiences.

Vision

Vision: Growing Every Student. Every Day. With Every Opportunity.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
School Processes & Programs 10
Perceptions 12
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 15
Goals 17
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. 17
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
Campus Funding Summary 40
Policies, Procedures, and Requirements 43

Comprehensive Needs Assessment

Revised/Approved: March 7, 2024

Demographics

Demographics Summary

L. Clifford Davis Elementary opened in the fall of 2002 and is named after the Honorable Judge L. Clifford Davis. We service grades PK-5. Our campus is considered neighborhood school and we have educated generations of families. Our student enrollment has increased over the years and we currently serve around 765 scholars on our campus. Each year, we usually end with 800 or more scholars. L. Clifford Davis Elementary is part of the Mighty Wyatt Nation Pyramid and is proud to see our scholars graduate from Oscar Dean Wyatt.

Economically Disadvantaged

773

96.6%

English Learners

474

59.3%

Ethnic Distribution:

African American 49.4%

Hispanic 20.0%

White 6.5%

American Indian 0.0%

Asian 23.3% 222

Pacific Islander 0.1%

Two or More Races 0.8%

Gender by Students:

Female 397 49.6%

Male 403 50.4%

Teachers by Ethnicity:

African American 22.2

Hispanic 11.9

White 11.9

American Indian 0.0

Asian 2.0

Pacific Islander 0.0

Two or More Races 0.

Teachers by Years of Experience:

Beginning Teachers 5.8

1-5 Years Experience 15.0

6-10 Years Experience 6.9

11-20 Years Experience 14.0

Over 20 Years Experience 5.2

Demographics Strengths

L. Clifford Davis represents a diverse academic community. We have over 40 different languages on our campus. Not only is our student demographic diverse, we also have a diverse staff population that is currently growing to service our students. We have staff members that speak Arabic, Spanish, Dari, Farsi, and Pashto. Those staff members operate in different capacities to support our scholars and our community.

Problem Statements Identifying Demographics Needs

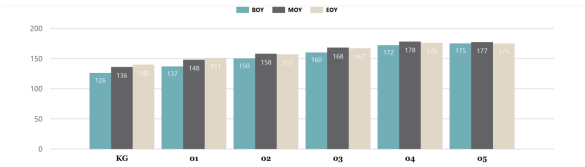
Problem Statement 1 (Prioritized): During the Fall Semester of the 2023-2024 school year the attendance rate for our Special Education student groups is 90.98% in comparison to the districts goal of 95% attendance rate. **Root Cause:** Communication with families and staff members around the importance of all student attendance is System for teachers to contact students with absences, to support building solid, positive relationships at school not implemented with fidelity with all students in grades PK-5.

Problem Statement 2 (Prioritized): African American student group discipline data (referrals and out of school suspension) is dispoportionally high compared to all other student

groups and overall demographic percentage. **Root Cause:** Classroom and Campus discipline system/protocols are not consistently implemented, and upheld.

Student Learning

Student Learning Summary



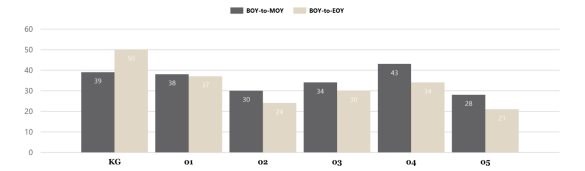
National Norm Mean RIT Scores			
	BOY	MOY	EOY
KG	137	146	153
01	156	166	171
02	172	181	186
03	187	194	197
04	197	203	205
05	204	209	211
06	210	214	215
07	214	217	218
08	218	221	222

	BOY		MOY		EOY		BOY-to-EOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	80	126	82	136	98	140	14
01	78	137	72	148	92	151	14
02	114	150	110	158	128	157	7
03	114	160	105	168	124	167	7
04	110	172	105	178	128	176	4
05	98	175	96	177	104	175	0
All	594	156	570	162	674	162	7

Fort Worth ISD

End of Year 2023-24
222 - Clifford Davis ES

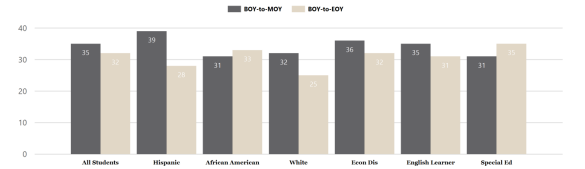
Percent Met BOY-to-EOY Projected Growth by Grade Level



	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	69	39	66	50
01	61	38	62	37
02	102	30	93	24
03	97	34	89	30
04	96	43	89	34
05	90	28	82	21
All	515	35	481	32

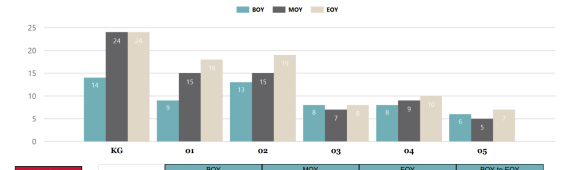
Fort Worth ISD
222 - Clifford Davis ES

Percent Met BOY-to-EOY Projected Growth by Student Group



	BOY-to-MOY		BOY-to-EOY	
Student Group	N	% Met Projected Growth	N	% Met Projected Growth
All Students	515	35	481	32
Hispanic	72	39	68	28
African American	247	31	230	33
White	69	32	65	25
Econ Dis	490	36	460	32
English Learner	333	35	314	31
Special Ed	26	31	26	35

Percent Met RIT Score Norm by Grade Level



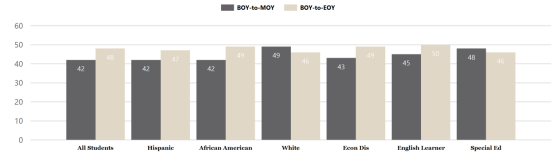
National Norm Mean RIT Scores			
	BOY	MOY	EOY
KG	137	146	153
01	156	166	171
02	172	181	186
03	187	194	197
04	197	203	205
05	204	209	211
06	210	214	215
07	214	217	218
08	218	221	222

	BOY			MOY			EOY			BOY-to-EOY	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT

	BOY	MOY	EOY
KG	140	150	157
01	160	170	176
02	175	184	189
03	188	196	201
04	200	206	211
05	209	215	219
06	215	220	223
07	220	224	227
08	225	228	230
Avg	231	235	239

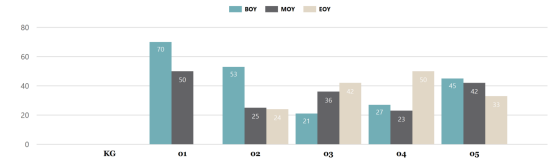
KG	79	126	14	83	139	24	99	143	24	10	17
01	85	142	9	72	154	15	89	159	18	9	17
02	114	156	13	111	166	15	123	168	19	6	12
03	114	160	8	106	171	7	122	174	8	0	14
04	109	173	8	108	180	9	127	183	10	2	10
05	97	177	6	97	179	5	107	182	7	1	5
All	598	157	10	577	166	12	667	169	14	4	12

Percent Met BOY-to-MOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	519	42	479	48
Hispanic	72	42	68	47
African American	251	42	229	49
White	70	49	65	46
Econ Dis	494	43	458	49
English Learner	336	45	313	50
Special Ed	25	48	26	46

Percent Met RIT Score Norm by Grade Level



National Norm Mean RIT Scores			
	BOY	MOY	EOY
KG	132	142	152
01	148	158	166
02	168	176	183
03	182	188	189
04	191	196	198
05	198	202	204

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	9			9							
01	10	152	70	10	159	50					
02	17	165	53	12	169	25	21	174	24	-29	9
03	14	174	21	11	186	36	19	183	42	21	9
04	15	185	27	22	189	23	24	195	50	23	10
05	11	192	45	12	196	42	15	194	33	-12	2
All	76	169	45	76	177	34	79	187	38	-7	18

Student Learning Strengths

Based on the curriculum adopted by our district, the students at L. Clifford Davis Elementary will be exposed to high, quality, rigorous learning materials. Opportunities to connect learning to real-world experiences is increasing, as a way to increase student authenticity and parent involvement.. Teachers and students have increased the in-class usage of our technology devices. The progress monitoring process where teachers are intervening, assessing, and tracking student growth and the leadership team is providing constructive feedback is being utilized and redefined to become a more data driven campus. We are also incorporating student and parent conferences into our data protocol to develop a partnership and alignment of performance.

Focusing our planning efforts on lesson alignment and formative assessment, has assisted in strengthening Tier I Instruction for our scholars.

Our NWEA MAP data, demonstrates that students are making academic growth in the area of Math, but there is still a gap with grade level performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause:** Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.

Problem Statement 2 (Prioritized): Percentage of students maintained or increased profieency levels as measured by TELPAS. Percentage of students maintained or decreased profiecncy levels as measured by TELPAS. **Root Cause:** Lack of capacity in implementation of ESL strategies provided to support Emergent Bilingual student group, in conjunction with Tier I instruction.

Problem Statement 3 (Prioritized): 41 % of all students met projected growth on MOY MAP Math. **Root Cause:** Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

Problem Statement 4 (Prioritized): 38% of all students met projected growth on MOY Reading MAP. **Root Cause:** Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

School Processes & Programs

School Processes & Programs Summary

Through the campus PLC process, teachers have become more knowledgeable in examining student work, collaborating and learning best practice strategies. In addition to campus PLCS, we have participated in delivering model lessons with peer feedback and intentional student engagement opportunities.

Saturday Camp

Planning Sessions

Daily Scheduled interventions

Restorative Practices Professional Development

Partnership with Catholic Charities

Morning Meetings

Clayton YES!

Attendance Restoration

Lesson Alignment Formative Assessment

Weekly Data Meetings

Lesson Tuning Protocol

MHMR Navigator

New Teacher Academy

School Processes & Programs Strengths

Teachers who are new to teaching have become more familiar with utilizing the FWISD's Curriculum Framework to plan weekly lessons. 95% of the teachers consistently upload and submit their weekly lesson plans into Canvas in a timely manner which allows the leadership team to provide constructive feedback to the teachers. There are two assigned instructional coaches that resides on the campus full time to support teachers. There is also a Data Analyst that is working with teachers to utilize data to grow students. During the 2023-24 SY, the Literacy and Math content coaches began supporting the 3rd, 4th, and 5th grade new teachers consistently. Instructional Support provided specifically to Science and hands-on Science Labs incorporated in 5th Grade. The campus redefined the lesson internalization process to accurately gauge instructional support. The focus on lesson alignment and formative assessment allowed for intentional, standards-based assessment for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student groups are under-enrolled in special programs in relation to overall student population. **Root Cause:** Campus Multi-Tiered System of Support (MTSS) lacks a clear process of meetings, roles/responsibilities, and expectations that includes all stakeholders.

Problem Statement 2 (Prioritized): During the 23-24 school year, there were a total of 204 discipline referrals. **Root Cause:** Lack of consistent implementation of PBIS and student culture routines and procedures campus-wide.

Perceptions

Perceptions Summary

L. Clifford Davis is rebuilding and continuing its community partnerships by:

Catholic Charities Tutoring/Professional Development

Hosting Family Events

Partnering with Parent Shield

All Pro Dads

Fort Worth Junior League

Hosting Fundraisers Including Families

Teaming Process

Culminating to showcase student work

Community Events with Goodwill

MHMR Navigator

Our campus was provided an MHMR Navigator to help support the social and emotional needs of our at-risk scholars. This partnersjip has also helped with decreasing our absence rate. Our Family Engagement Specialist and our counselors actively provide resources to parents and incorporate student participation days to continously connect our families. Through donations and partnerships, we have also been able to provide food items, coats, and uniforms for families in need.

Perceptions Strengths

Most students and parents are happy to be at Clifford Davis. We have increased our language supports and, parents are able to communicate needs and be supported by staff members. Parents enjoy interacting with the school community and are looking forward continuing to build relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Opportunities to provide students with leadership experiences and roles was at a minimum. **Root Cause:** The campus lacks a well-defined structure to support student leaders, and there is insufficient provision for continuous exposure to leadership opportunities.

Problem Statement 2 (Prioritized): Limited opportunities for campus involvement and achievement celebrations among all stakeholders. **Root Cause:** A comprehensive system for intentionally planning and coordinating student/family events that incorporates stakeholder voice has not been implemented.

Priority Problem Statements

Problem Statement 1: During the Fall Semester of the 2023-2024 school year the attendance rate for our Special Education student groups is 90.98% in comparison to the districts goal of 95% attendance rate.

Root Cause 1: Communication with families and staff members around the importance of all student attendance is System for teachers to contact students with absences, to support building solid, positive relationships at school not implemented with fidelity with all students in grades PK-5.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African American student group discipline data (referrals and out of school suspension) is dispoportionally high compared to all other student groups and overall demographic percentage.

Root Cause 2: Classroom and Campus discipline system/protocols are not consistently implemented, and upheld.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in third through fifth grades are working below grade levels on Lexia and DreamBox.

Root Cause 3: Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 41 % of all students met projected growth on MOY MAP Math.

Root Cause 4: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 38% of all students met projected growth on MOY Reading MAP.

Root Cause 5: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student groups are under-enrolled in special programs in relation to overall student population.

Root Cause 6: Campus Multi-Tiered System of Support (MTSS) lacks a clear process of meetings, roles/responsibilities, and expectations that includes all stakeholders.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 23-24 school year, there were a total of 204 discipline referrals.

Root Cause 7: Lack of consistent implementation of PBIS and student culture routines and procedures campus-wide.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Opportunities to provide students with leadership experiences and roles was at a minimum.

Root Cause 8: The campus lacks a well-defined structure to support student leaders, and there is insufficient provision for continuous exposure to leadership opportunities.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Limited opportunities for campus involvement and achievement celebrations among all stakeholders.

Root Cause 9: A comprehensive system for intentionally planning and coordinating student/family events that incorporates stakeholder voice has not been implemented.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Percentage of students maintained or increased profieency levels as measured by TELPAS. Percentage of students maintained or decreased profiecncy levels as measured by TELPAS.

Root Cause 10: Lack of capacity in implementation of ESL strategies provided to support Emergent Bilingual student group, in conjunction with Tier I instruction.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Parent/Community Data

- 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
- Action research results

Goals

Revised/Approved: April 5, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from __% to __% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from __% to __% 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 __% to __% by May 2025.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and lesson alignment.

Strategy's Expected Result/Impact: 1. 100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.
2. 95% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.
3. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.
4. 25% of all lessons will be rehearsed with real time coaching for literacy and mathematics.

Staff Responsible for Monitoring: Principal, CIC, Assistant Principal

Title I:
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Lessons will intentionally address student expectations, ELLs, and opportunities for student mastery. **Intended Audience:** Teachers and Instructional Leadership Team **Provider / Presenter / Person Responsible:** ILT Teachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Literacy, Math, and Science Departments **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Teachers will utilize a common format for writing and submitting lesson plans. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT Teachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Instructional **Delivery Method:** PLC In Person Online				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: African American student group discipline data (referrals and out of school suspension) is dispoportionally high compared to all other student groups and overall demographic percentage. **Root Cause**: Classroom and Campus discipline system/protocols are not consistently implemented, and upheld.

School Processes & Programs
Problem Statement 2: During the 23-24 school year, there were a total of 204 discipline referrals. **Root Cause**: Lack of consistent implementation of PBIS and student culture routines and procedures campus-wide.

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 __% to __% 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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Campus instructional leaders will consistently use established tools and processes to conduct observations, capture trends, track progress, and provide feedback on Tier I instruction. Campus leaders will develop a plan to regularly monitor student progress and outcomes.

Strategy's Expected Result/Impact: Consistently measure student progress
Build Teacher Capacity

Staff Responsible for Monitoring: Instructional Leadership Team
Students
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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Refine current observation tools and calendar observation/feedback cycles that include. intentional calibration and instructional focuses on desired student outcomes. **Intended Audience:** Teachers Students **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Grade Level Teams Counselors Special Teachers				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Purchase admin technology to effectively capture observation data and trends to provide more timely feedback to teachers. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Technology **Funding Sources:** Technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-222-99-313-000000- - $8,500, Additional Training for Admin - UNDISTRIBUTED (199 PIC 99) - 199-23-6239-XXX-222-99-313-000000- - $5,000, Staff Development Books for Staff - UNDISTRIBUTED (199 PIC 99) - 199-13-6329-XXX-222-99-313-000000- - $1,000, Leadership Book Study - UNDISTRIBUTED (199 PIC 99) - 199-23-6329-XXX-222-99-313-000000- - $1,250, Supplies for Staff Development - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-222-99-313-000000- - $3,000, Platform for Data Tracking - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-222-99-313-000000- - $1,000				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Percentage of students maintained or increased profieency levels as measured by TELPAS. Percentage of students maintained or decreased profiecncy levels as measured by TELPAS. **Root Cause**: Lack of capacity in implementation of ESL strategies provided to support Emergent Bilingual student group, in conjunction with Tier I instruction.

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 __% to __% 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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Ensure that the campus has a protected and monitored intervention time daily.

Strategy's Expected Result/Impact: Increase student outcomes
Implementation of targeted intervention

Staff Responsible for Monitoring: ILT

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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1, 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Develop campus protocols for small group instruction/intervention time.				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Ensure that data is visible and current in every classroom and throughout the school to foster student ownership and goal setting.. **Funding Sources:** Supplies - GT (199 PIC 21) - $302, Supplies and Manipulatives - SPED (199 PIC 23) - $2,390				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Track Data throughout the campus to monitor student growth

Strategy's Expected Result/Impact: Monitor student achievement

Staff Responsible for Monitoring: All

Title I:
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1, 3, 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Ensure that data is posted and evident throughout the campus **Intended Audience:** All stakeholders **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Ongoing **Funding Sources:** General Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-222-11-313-000000- - $16,330				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause**: Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.

Student Learning
Problem Statement 3: 41 % of all students met projected growth on MOY MAP Math. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.
Problem Statement 4: 38% of all students met projected growth on MOY Reading MAP. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and lesson assessment alignment.
PLC model is (plan, rehearse, deliver, debrief)

Strategy's Expected Result/Impact: 1. 100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.
2. 90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.
3. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.
4. 25% of all lessons will be rehearsed with real time coaching for literacy and mathematics

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach

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 - Results Driven Accountability**

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Grade Level teams will be meet weekly to identify student groups for targeted math and literacy instruction. 1. Teachers will leave with students groups and high leveraged TEKS. 2. An intervention plan will be developed or updated with specific resources and lessons. **Intended Audience:** Teachers Students **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Instructional				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Teachers will implement small group instruction, purposeful talk, higher level questioning, critical writing and vocabulary strategies along with planning rigorous lessons that are aligned with the TEKS utilizing Lead4ward resources. Teachers will also focus on math fluency daily

Strategy's Expected Result/Impact: Increased proficiency on TX-KEA and MAP Growth.

Staff Responsible for Monitoring: ILT

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 - Results Driven Accountability**

Problem Statements: Student Learning 3, 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Add action Step to align with Strategy 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 41 % of all students met projected growth on MOY MAP Math. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.
Problem Statement 4: 38% of all students met projected growth on MOY Reading MAP. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

School Processes & Programs

Problem Statement 1: Student groups are under-enrolled in special programs in relation to overall student population. **Root Cause**: Campus Multi-Tiered System of Support (MTSS) lacks a clear process of meetings, roles/responsibilities, and expectations that includes all stakeholders.

Problem Statement 2: During the 23-24 school year, there were a total of 204 discipline referrals. **Root Cause**: Lack of consistent implementation of PBIS and student culture routines and procedures campus-wide.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Teachers will strengthen the ELAR instructional core through the use of a variety of instructional strategies that will include Close Reading, Comprehension at the Core, Vocabulary development, Phonics Instruction, and Phonemic Awareness to enhance reading and writing instruction for all students.

Strategy's Expected Result/Impact: Increase reading skills and reading academic performance

Staff Responsible for Monitoring: ILT

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 - Results Driven Accountability**

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: PK teachers during the last 12 weeks of school will start preparing embedding KG standards that will be addressed during the fall wave of TX-KEA. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** January 2025 **Collaborating Departments:** Early Learning **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Teachers will receive DreamBox professional development to increase student performance on TEKS. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** DreamBox **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Math **Delivery Method:** In Person				

Action Step 3 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3: Based on MAP data, teachers will progress monitor student understanding of math concepts, provide differentiated instruction in flexible groups, implement independent-work stations, and practice individualized math concepts. Additional math strategies will include Building Number Sense, Math Talk, and a grade-level problem-solving approach to help students understand and interact with learning targets and tasks. **Intended Audience:** Improve academic performance in math for all students. **Provider / Presenter / Person Responsible:** ILT Math Department **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Math Department **Delivery Method:** In Person				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 38% of all students met projected growth on MOY Reading MAP. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Begin HIT initiatives in the Fall using Hopper and Dropper Data

Strategy's Expected Result/Impact: Capture students early and provide instructional support to increase the percentage of students who are not performing

Staff Responsible for Monitoring: All

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Implement intentional tutoring in the Fall Semester **Intended Audience:** Students who are identified based on assessment data **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Grade Level Teams **Funding Sources:** Extra Tutoring Pay for Teachers - TITLE I (211) - 211-11-6116-04E-222-30-510-000000-25F10 - $3,150.20, Extra Duty Pay for Support Staff - TITLE I (211) - 211-11-6121-04E-222-30-510-000000-25F10 - $3,500, - TITLE I (211) - 211-11-6116-04E-222-30-510-000000-25F10 - $18,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause**: Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.

Problem Statement 2: Percentage of students maintained or increased profieency levels as measured by TELPAS. Percentage of students maintained or decreased profiecncy levels as measured by TELPAS. **Root Cause**: Lack of capacity in implementation of ESL strategies provided to support Emergent Bilingual student group, in conjunction with Tier I instruction.

Problem Statement 3: 41 % of all students met projected growth on MOY MAP Math. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

Problem Statement 4: 38% of all students met projected growth on MOY Reading MAP. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

School Processes & Programs

Problem Statement 1: Student groups are under-enrolled in special programs in relation to overall student population. **Root Cause**: Campus Multi-Tiered System of Support (MTSS) lacks a clear process of meetings, roles/responsibilities, and expectations that includes all stakeholders.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Use school-wide data tracking system to continuously track student growth and achievement

Strategy's Expected Result/Impact: Track data
Increase student achievement

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1, 3, 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Purchase All in Learning to track data **Intended Audience:** School Community **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Ongoing **Funding Sources:** Data Tracking Program - TITLE I (211) - 211-11-6396-04E-222-30-510-000000-25F10 - $7,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 2: Teachers will provide enrichment opportunities and differentiated instruction to maximize learning for all students regardless of learning levels to address the needs of individual learners to include SpEd, GT, EB and At-Risk identified students in math, reading, language arts, and social students. Differentiation will include following documented accommodations for instruction and assessments for students identified under SpEd, Section 504, and LPAC

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: ILT

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 - Results Driven Accountability**

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause**: Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.
Problem Statement 3: 41 % of all students met projected growth on MOY MAP Math. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.
Problem Statement 4: 38% of all students met projected growth on MOY Reading MAP. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: After School Tutoring

Strategy's Expected Result/Impact: Increase student achievement in MATH

Staff Responsible for Monitoring: ILT

Title I:
2.5, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Identified students will get tutoring based on data and HLT **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Ongoing **Funding Sources:** Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-222-24-313-000000- - $8,985				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause**: Lack of capacity to effectively analyze assessment data, in order to pinpoint and address student needs through small group instruction and intervention.

Problem Statement 3: 41 % of all students met projected growth on MOY MAP Math. **Root Cause**: Tier I instruction is not consistently aligned to the rigor of the standard in all grade levels.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Provide a parent manual along with parent meetings addressing attendance policies and procedures. Manual will include incentive program for students.

Strategy's Expected Result/Impact: Increase attendance percentage in identified student groups by 5%

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Engagement Specialist
Data Clerk
Teachers

Title I:
2.6, 4.1, 4.2
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Schedule and host parent activities that will support student attendance. Develop a consistent attendance reward system to increase attendance for all students.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Parents Students **Provider / Presenter / Person Responsible:** Leadership Attendance Committee FES **Date(s) / Timeframe:** Ongoing (Each Six Weeks) **Collaborating Departments:** Parent Partnerships **Delivery Method:** Face to Face **Funding Sources:** Supplies and Materials - TITLE I (211) - 211-11-6499-04E-222-30-510-000000-25F10 - $7,000, Snacks for parents and community - BEA (199 PIC 25) - 199-61-6499-001-222-25-313-000000 - $3,390, Fam Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-222-30-510-000000-25F10 - $4,008				

Action Step 2 Details	Reviews			
Action Step 2: Hire an additional counselor to support campus based on number of at-risk students and student groups	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Counselor **Date(s) / Timeframe:** Ongoing **Funding Sources:** Additional Counselor - TITLE I (211) - 211-31-6119-04E-222-30-510-000000-25F10 - $73,363				

Action Step 3 Details	Reviews			
Action Step 3: Develop an incentive program to decrease absences across student groups.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Students Parents **Provider / Presenter / Person Responsible:** Attendance Committee Data Clerk Admin **Date(s) / Timeframe:** Ongoing **Funding Sources:** Snacks or Incentives for Students - TITLE I (211) - 211-11-6499-04E-222-30-510-000000-25F10 - $10,000				

Action Step 4 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4: Hire a Title I TA for Computer Lab **Intended Audience:** Students **Date(s) / Timeframe:** Ongoing **Delivery Method:** Face to Face **Funding Sources:** Title I TA - TITLE I (211) - 211-11-6129-04E-222-30-510-000000-25F10 - $26,894				

Action Step 5 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5: Ensure students are dismissed safely to parents in an orderly fashion **Intended Audience:** Parents Students Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Ongoing **Delivery Method:** Online Newsletter In Peson **Funding Sources:** Pikmykid Dismissal App - UNDISTRIBUTED (199 PIC 99) - 199-23-6319-XXX-222-99-313-000000- - $4,000				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the Fall Semester of the 2023-2024 school year the attendance rate for our Special Education student groups is 90.98% in comparison to the districts goal of 95% attendance rate. **Root Cause**: Communication with families and staff members around the importance of all student attendance is System for teachers to contact students with absences, to support building solid, positive relationships at school not implemented with fidelity with all students in grades PK-5.

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 ___ to ___ by May 2025.

Strategy 1: Provide students a discipline intervention that will support and reduce suspensions.

Strategy's Expected Result/Impact: Reduce suspensions
Increase amount of time students are in school

Staff Responsible for Monitoring: Admin

Title I:
2.5
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Develop and implement and incentive system for students who improve based on discipline data. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Ongoing **Delivery Method:** Face to Face **Funding Sources:** Snacks and incentives for students - TITLE I (211) - 211-11-6499-04E-222-30-510-000000-25F10 - $5,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: During the 23-24 school year, there were a total of 204 discipline referrals. **Root Cause**: Lack of consistent implementation of PBIS and student culture routines and procedures campus-wide.

Campus Funding Summary

TITLE I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	3	1	1	Extra Tutoring Pay for Teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-222-30-510-000000-25F10	$3,150.20
2	3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-222-30-510-000000-25F10	$18,000.00
2	3	1	1	Extra Duty Pay for Support Staff	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-222-30-510-000000-25F10	$3,500.00
3	1	1	1	Data Tracking Program	Technology for instructional use	211-11-6396-04E-222-30-510-000000-25F10	$7,000.00
4	1	1	1	Supplies and Materials	Snacks or incentives for students	211-11-6499-04E-222-30-510-000000-25F10	$7,000.00
4	1	1	2	Additional Counselor	Counselor - Elementary	211-31-6119-04E-222-30-510-000000-25F10	$73,363.00
4	1	1	3	Snacks or Incentives for Students	Snacks or incentives for students	211-11-6499-04E-222-30-510-000000-25F10	$10,000.00
4	1	1	4	Title I TA	Title I Teacher Assistant	211-11-6129-04E-222-30-510-000000-25F10	$26,894.00
4	2	1	1	Snacks and incentives for students	Snacks or incentives for students	211-11-6499-04E-222-30-510-000000-25F10	$5,000.00
						Sub-Total	$153,907.20
						Budgeted Fund Source Amount	$153,907.20
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Fam Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-222-30-510-000000-25F10	$4,008.00
						Sub-Total	$4,008.00
						Budgeted Fund Source Amount	$4,008.00

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**
1	3	2	1	General Supplies and Materials	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-222-11-313-000000-	$16,330.00
						Sub-Total	$16,330.00
						Budgeted Fund Source Amount	$16,330.00
						+/- Difference	$0.00

GT (199 PIC 21)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2	Supplies	GENERAL SUPPLIES		$302.00
						Sub-Total	$302.00
						Budgeted Fund Source Amount	$302.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2	Supplies and Manipulatives	GENERAL SUPPLIES		$2,390.00
						Sub-Total	$2,390.00
						Budgeted Fund Source Amount	$2,390.00
						+/- Difference	$0.00

SCE (199 PIC 24)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	2	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-222-24-313-000000-	$8,985.00
						Sub-Total	$8,985.00
						Budgeted Fund Source Amount	$8,985.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Snacks for parents and community	Snacks - parent/community to promote participation	199-61-6499-001-222-25-313-000000	$3,390.00
						Sub-Total	$3,390.00
						Budgeted Fund Source Amount	$3,390.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	2	Leadership Book Study	SCHOOL LEADERSHIP | OTHER READING MATERIALS	199-23-6329-XXX-222-99-313-000000-	$1,250.00
1	2	1	2	Supplies for Staff Development	STAFF DEVELOPMENT | GENERAL SUPPLIES	199-13-6399-XXX-222-99-313-000000-	$3,000.00
1	2	1	2	Technology	SCHOOL LEADERSHIP | TECHNOLOGY < $5000	199-23-6396-XXX-222-99-313-000000-	$8,500.00
1	2	1	2	Additional Training for Admin	SCHOOL LEADERSHIP | REGIONAL ED SVC CTR SVCS	199-23-6239-XXX-222-99-313-000000-	$5,000.00
1	2	1	2	Staff Development Books for Staff	STAFF DEVELOPMENT | OTHER READING MATERIALS	199-13-6329-XXX-222-99-313-000000-	$1,000.00
1	2	1	2	Platform for Data Tracking	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-222-99-313-000000-	$1,000.00
4	1	1	5	Pikmykid Dismissal App	SCHOOL LEADERSHIP | SUPPLIES MAINT & OPERATION	199-23-6319-XXX-222-99-313-000000-	$4,000.00
						Sub-Total	$23,750.00
						Budgeted Fund Source Amount	$23,750.00
						+/- Difference	$0.00
						Grand Total Budgeted	$213,062.20
						Grand Total Spent	$213,062.20
						+/- Difference	$0.00

Policies, Procedures, and Requirements

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

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