

**Fort Worth Independent School District**  
**058 Stripling Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Create a positive, equitable, and inclusive environment where students can be compassionate and courageous as they engage in academic, social, and creative discourse.

## Vision

Developing lifelong learners and engaged members of their communities who continually grow in confidence, curiosity, and capability.

## Value Statement

We believe the school experience should be for ALL students regardless of background, beliefs, or abilities.

We believe with a safe, comfortable, and nurturing environment students and teachers will thrive.

We believe students learn in an environment of high expectations and support.

We believe a strong parent, teacher and student community supports student achievement.

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 4  |
| Demographics .....   | 4  |
| Student Learning .....   | 5  |
| School Processes & Programs .....  | 6  |
| Perceptions .....  | 7  |
| Priority Problem Statements .....  | 8  |
| Comprehensive Needs Assessment Data Documentation .....  | 9  |
| Goals .....  | 11 |
| 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. ....     | 11 |
| 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. ....     | 17 |
| Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025. ....   | 20 |
| Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. .... | 24 |
| Campus Funding Summary .....   | 30 |
| Policies, Procedures, and Requirements .....   | 34 |

# Comprehensive Needs Assessment

Revised/Approved: March 8, 2024

## Demographics

### Demographics Summary

Stripling Middle School is a comprehensive 6-8 grade Title 1 campus in FWISD. We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, Burton Hill, North Hi Mount, and South Hi Mount. The campus has a diverse population of 14% African American, 57% Hispanic, 25% White, 1% Asian, 1% Native American, and 2% identifying as two or more races. The campus attributes this achievement to a strong partnership with parents and a focus on high - quality education. Stripling Middle School's student groups include 23% Emergent Bilingual, 25% Gifted and Talented, and 16% Special Education. Additionally, 65% are economically disadvantaged. Stripling has strong partnerships with the College of Education of TCU, UTA and TCC.

### Demographics Strengths

Stripling Middle School has many strengths. Some of the most notable demographics strengths include:

Attendance rates are higher than district average.

Many families move into our area and request transfers to be able to attend our school.

Our families value education and we have many supportive parents and students who are committed to success.

Stripling has strong partnerships with the College of Education of TCU, UTA and TCC.

Teacher retention rate is high and student mobility rate is low.

Stripling is the neighborhood school for the Naval Reserve Base.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rates through the 3rd 6 weeks of the 23-24 school year for Special Education students is at 91.6% which is lower than the 94.1% for the all students. **Root Cause:** The campus does not have a school wide system to progress monitor, track, motivate, and celebrate students with IEPs.

**Problem Statement 2:** 25% students have 1 or more courses below 90% attendance. **Root Cause:** The campus does not have a school wide system to progress monitor, track, motivate, and celebrate students who experience attendance issues .

# Student Learning

## Student Learning Summary

On the STAAR test administered 2022-2023, 41% of students were scoring at the approaches level, 27% at the meets level, and 7% at the masters level in Math. On the STAAR test administered in 2022-2023, 75% of students were scoring at the approaches level, 51% at the meets level, and 19% at the masters level in Reading. According to the data from MOY Map Growth, 47% of the students met projected growth in Reading and 50% met projected growth in Math. Stripling offered double block classes for ELA and Math in 6th and 7th grade for students who were underperforming. Campus SST (Student Support Team) met biweekly to discuss individual student interventions. Stripling was a B rated campus in 21-22, during the 23-23 school year TEA did not release a school rating. Stripling offered HIVE(advisory interventions) for all students during the school day.

## Student Learning Strengths

52% of the teachers at Stripling hold a current ESL certification.

Stripling was a B rated campus in 21-22, TEA did not release a rating for 22-23.

As of MOY 23-24, we have met or surpassed goals in the areas of Emergent Bilingual growth for MAP Math, Special Ed growth MAP ELA, projected start interim Meets RLA.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On 23-24 Math MAP MOY 38% of 6th grade students met growth **Root Cause:** Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.

**Problem Statement 2 (Prioritized):** On 23-24 ELA MAP MOY 35% of African American students met growth. **Root Cause:** Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades.

**Problem Statement 3 (Prioritized):** 23-24 Math interim assessment 37% of all students are projected to meet standard, and in 6th grade 19% are projected to meet standard. **Root Cause:** Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.

**Problem Statement 4 (Prioritized):** Although we have shown 24% growth between the fall and winter 23-24 Reading interim for Emergent Bilingual students, we are still at 46% projected to meet. **Root Cause:** Campus has not prioritized academic vocabulary.

# School Processes & Programs

## School Processes & Programs Summary

Stripling's new teachers are assigned mentors, attend the district's new teacher academy, and have small peer groupings supported by administration and the Instructional Coach. Grade level and content-area teams have strong, supported teacher leaders. Teachers are placed in teaching assignments that best utilize their personal strengths to maximize student learning. Campus instructional leaders are members of the campus leadership team which meets on an ongoing basis to discuss highest leverage actions and plans. Areas considered when developing improvement plans are discipline referrals, attendance rates, failure rates, data points from multiple sources such as: SIS (Focus), STAAR, district benchmarks, TELPAS, and MAP growth indicators. All campus stakeholders are kept abreast of the state of school through outlets such as: SMOREs, SBDM, PTA, Leadership Team, PLC meetings, and a student advisory group. Using these metrics professional development areas can be identified to support strong Tier 1 instruction and plan appropriate Tier 2 and Tier 3 interventions. Campus mission, vision, and values were developed (and are revisited yearly) during teacher/faculty meetings. High expectations are promoted through Academic Pep Rallies (every six weeks), and Motto using 6-character words. All students have the opportunity to request specific courses of interest and participate in extra-curricular activities as appropriate. Data is utilized to plan improvement of indicated areas. A College and Career Readiness coach is assigned to and offices at the campus. On-going activities in areas of types of colleges, tuition/fees associated with college, how to apply for loans/grants/scholarships are conducted by the CCR coach. Students will also explore careers as part one of the CTE elective courses. High school programs of choice information is provided to 8th grade students and parents by the counseling staff. Teaching staff utilizes district created Curriculum Frameworks that has been aligned to the TEKS of each course. A district wide scope and sequence is utilized to maintain pacing. 6th grade parents are invited to Stripling 101 which is information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students.

## School Processes & Programs Strengths

Relatively small campus with low staff turnover, established academic focus for students, clear expectations of content to be taught through curriculum frameworks, dedicated/protected PLC(Professional Learning Community) time, established leadership team with teacher leaders, and involved PTA.

Celebrate students each 6 weeks at Academic Pep Assemblies for A Honor Roll, AB Honor Roll, and Principal's awards.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 23-24 School year through the 3rd 6 weeks, males accounted for the majority of students with duplicated (159 females/ 337 males) or unduplicated referrals (61 females/ 99 males) which is almost double the females. **Root Cause:** Lack of identified male role models on campus and resources to support male students.

**Problem Statement 2:** Campus has not consistently celebrated students for over all growth, attendance. **Root Cause:** Lack of system and prioritization to celebrate growth and attendance.

# Perceptions

## Perceptions Summary

New teachers at Stripling Middle School are assigned mentors, attend the district new teacher academy, and have scheduled meetings supported by administration and the Instructional Coach. Communication devices used for all campus stakeholders are SMOREs(What's the Buzz newsletter), Social Media(Facebook, Twitter, Instagram), campus website and blackboard emails and callouts. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students. WEB leaders continue to be a group of student leaders throughout the remainder of the year as well. Throughout the year, the campus hosts several family and community events, such as Clash of Camp Bowie, Family Fun Night, and Curbside Coffee.

## Perceptions Strengths

Stripling has a relatively low staff turnover.

Families from across the metroplex seek out transfers to attend Stripling.

Strong Parent and Community Partnerships.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior specifically for SPED students. **Root Cause:** Lack of direct expectations between teachers, co -teachers, and support staff. Instruction has not been scaffolded enough for struggling learners.

**Problem Statement 2 (Prioritized):** Lower participation in school events and parent conferences by non English speaking families. **Root Cause:** Campus has not developed a system to engage and connect with non English speaking families.

# Priority Problem Statements

**Problem Statement 1:** Attendance rates through the 3rd 6 weeks of the 23-24 school year for Special Education students is at 91.6% which is lower than the 94.1% for for the all students.

**Root Cause 1:** The campus does not have a school wide system to progress monitor, track, motivate, and celebrate students with IEPs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** On 23-24 Math MAP MOY 38% of 6th grade students met growth

**Root Cause 2:** Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** On 23-24 ELA MAP MOY 35% of African American students met growth.

**Root Cause 3:** Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 23-24 School year through the 3rd 6 weeks, males accounted for the majority of students with duplicated (159 females/ 337 males) or unduplicated referrals (61 females/ 99 males) which is almost double the females.

**Root Cause 4:** Lack of identified male role models on campus and resources to support male students.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Lower participation in school events and parent conferences by non English speaking families.

**Root Cause 5:** Campus has not developed a system to engage and connect with non English speaking families.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 23-24 Math interim assessment 37% of all students are projected to meet standard, and in 6th grade 19% are projected to meet standard.

**Root Cause 6:** Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Although we have shown 24% growth between the fall and winter 23-24 Reading interim for Emergent Bilingual students, we are still at 46% projected to meet.

**Root Cause 7:** Campus has not prioritized academic vocabulary.

**Problem Statement 7 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
- 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

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- 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.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- 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

#### **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
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: April 5, 2024

**Goal 1:** Early Literacy

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

**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 40% to 60% by May 2025.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading from 37% to 50% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** MAP growth as well as STAAR will increase for all students, but specifically our African American students.

**Staff Responsible for Monitoring:** Admin, Dean

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Results Driven Accountability**

**Problem Statements:** Student Learning 2

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean, Admin, Dept Chairs</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Instructional supplies - SPED (199 PIC 23) - \$851</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

| Action Step 2 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 2:</b> Incorporate intervention time during the day - HIVE<br><b>Intended Audience:</b> Students needing more support<br><b>Provider / Presenter / Person Responsible:</b> Dean, Admin<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 3 Details  | Reviews          |            |                  |             |
| <b>Action Step 3:</b> Deliver professional development centered around campus-wide instructional strategies<br><b>Intended Audience:</b> Teachers<br><b>Provider / Presenter / Person Responsible:</b> Dean, Admin, CIC<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 4 Details  | Reviews          |            |                  |             |
| <b>Action Step 4:</b> Instructional rounds will be completed by teachers to identify successes and gaps in the implementation of instructional strategies.<br><b>Intended Audience:</b> teachers<br><b>Provider / Presenter / Person Responsible:</b> Dean, CIC<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 5 Details  | Reviews          |            |                  |             |
| <b>Action Step 5:</b> Purchase Library Books<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Librarian<br><b>Date(s) / Timeframe:</b> September<br>December<br><br><b>Funding Sources:</b> Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-058-99-273-000000- - \$5,000  | <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> |                  |            |                  |             |

**Strategy 2:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** MAP growth as well as STAAR will increase for all students, but specifically our African American students.

**Staff Responsible for Monitoring:** Admin, Dean

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.<br><b>Provider / Presenter / Person Responsible:</b> Dean, Admin, Dept Chairs<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 2 Details  | Reviews          |            |                  |             |
| <b>Action Step 2:</b> Incorporate intervention time during the day - HIVE<br><b>Intended Audience:</b> Students needing more support<br><b>Provider / Presenter / Person Responsible:</b> Dean, Admin<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 3 Details  | Reviews          |            |                  |             |
| <b>Action Step 3:</b> Deliver professional development centered around campus-wide instructional strategies<br><b>Intended Audience:</b> Teachers<br><b>Provider / Presenter / Person Responsible:</b> Dean, Admin, CIC<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 4 Details  | Reviews          |            |                  |             |
| <b>Action Step 4:</b> Instructional rounds will be completed by teachers to identify successes and gaps in the implementation of instructional strategies.<br><b>Intended Audience:</b> teachers<br><b>Provider / Presenter / Person Responsible:</b> Dean, CIC<br><b>Date(s) / Timeframe:</b> Ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| <p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       Discontinue</p> |                  |            |                  |             |

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** On 23-24 ELA MAP MOY 35% of African American students met growth. **Root Cause:** Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades.

**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of students who score at meets or above in English 1 from 94% to 100% by May 2025.

Increase the percentage of Hispanic students who score meets or above in English 1 from 90% to 100% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** Increase in achievement on STAAR

**Staff Responsible for Monitoring:** admin, Dean





**Title I:**

2.4, 2.5

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <p><b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean, Admin, CIC</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Instructional materials - GT (199 PIC 21) - \$1,300</p>                                       | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 2 Details  | Reviews          |            |                  |             |
| <p><b>Action Step 2:</b> * Incorporate intervention time during the day - HIVE</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Teachers, Dean</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                  |            |                  |             |

**Performance Objective 2 Problem Statements:**

| <b>Student Learning</b> |
|-------------------------|
|-------------------------|

|  |
|--|
| <b>Problem Statement 2:</b> On 23-24 ELA MAP MOY 35% of African American students met growth. <b>Root Cause:</b> Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades. |
|--|



**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 46% to 55% by May 2025.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Mathematics from 42% to 55% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** Increase in MAP growth

**Staff Responsible for Monitoring:** Admin, Dean

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.<br><b>Intended Audience:</b> Teachers<br><b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Dean<br><b>Date(s) / Timeframe:</b> Ongoing | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 2 Details  | Reviews          |            |                  |             |
| <b>Action Step 2:</b> Incorporate intervention time during the day - HIVE<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Teachers<br><b>Date(s) / Timeframe:</b> ongoing   | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |

| Action Step 3 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 3:</b> Purchase Instructional materials for CTE.<br><b>Intended Audience:</b> Students in CTE courses<br><b>Provider / Presenter / Person Responsible:</b> Teacher<br><b>Date(s) / Timeframe:</b> ongoing<br><br><b>Funding Sources:</b> instructional materials - CTE (199 PIC 22) - \$1,449   | <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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                  |            |                  |             |

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <b>Problem Statement 1:</b> On 23-24 Math MAP MOY 38% of 6th grade students met growth <b>Root Cause:</b> Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school. |

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 64% to 75% by May 2025.

Increase the percentage of Emergent Bilingual students who score MEETS or above in Algebra 1 from 56% to 65% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** Increased Algebra STAAR results

**Staff Responsible for Monitoring:** Admin, Dean





**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Dean</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Instructional materials - GT (199 PIC 21) - \$1,030</p>   | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |           |      |

**Performance Objective 2 Problem Statements:**

| Student Learning   |
|--|
| <p><b>Problem Statement 1:</b> On 23-24 Math MAP MOY 38% of 6th grade students met growth <b>Root Cause:</b> Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.</p> |

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 49% to 60% by May 2025. Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 32% to 45% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** Increase in amount of students getting Meets or above on STAAR reading

**Staff Responsible for Monitoring:** Admin, Dean

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2, 4

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> Teachers, students</p> <p><b>Provider / Presenter / Person Responsible:</b> admin, Dean, CIC</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Funding Sources:</b> instructional supplies - TITLE I (211) - 211-11-6399-04N-058-30-510-000000-25F10 - \$3,500, Instructional Supplies - BEA (199 PIC 25) - 199-11-6399-001-058-25-273-000000 - \$976, Instructional supplies - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$2,344, Instructional supplies - SPED (199 PIC 23) - \$3,200, Instructional Supplies - BASIC (199 PIC 11) - 199-11-6321-XXX-058-11-273-000000- - \$4,000</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| Action Step 2 Details  | Reviews   |     |           |      |
| <p><b>Action Step 2:</b> Incorporate intervention time during the day - HIVE</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Teachers, Dean</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>   | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** On 23-24 ELA MAP MOY 35% of African American students met growth. **Root Cause:** Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades.

**Problem Statement 4:** Although we have shown 24% growth between the fall and winter 23-24 Reading interim for Emergent Bilingual students, we are still at 46% projected to meet. **Root Cause:** Campus has not prioritized academic vocabulary.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 25% to 40% by May 2025.  
 Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 13% to 25% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

**Strategy's Expected Result/Impact:** Increase in amount of students getting Meets or above on STAAR reading

**Staff Responsible for Monitoring:** Admin, Dean

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2, 3

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> Teachers, students</p> <p><b>Provider / Presenter / Person Responsible:</b> admin, Dean, CIC</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Funding Sources:</b> Instructional supplies - TITLE I (211) - 211-11-6399-04N-058-30-510-000000-25F10 - \$3,500, Instructional supplies - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$2,600, Instructional supplies - SPED (199 PIC 23) - \$3,200, Instructional Supplies - BASIC (199 PIC 11) - 199-11-6321-XXX-058-11-273-000000- - \$4,000</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |
| Action Step 2 Details   | Reviews   |     |           |      |
| <p><b>Action Step 2:</b> Incorporate intervention time during the day - HIVE</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Teachers, Dean</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>  | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** On 23-24 ELA MAP MOY 35% of African American students met growth. **Root Cause:** Campus has not fully utilized the SST group to target interventions for specific student groups. Focusing on areas of attendance, behavior, and grades.

**Problem Statement 3:** 23-24 Math interim assessment 37% of all students are projected to meet standard, and in 6th grade 19% are projected to meet standard. **Root Cause:** Campus does not fully implement a grade level system to support the academic transition of students from elementary to middle school.

**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 17% to 10% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi Tiered Systems of Support(MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Increase attendance.

**Staff Responsible for Monitoring:** Admin





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Schedule and convene Attendance Committee meetings monthly to identify students below the 90% attendance threshold and create action plan for those students.</p> <p><b>Intended Audience:</b> students with attendance problems</p> <p><b>Provider / Presenter / Person Responsible:</b> admin, attendance committee</p> <p><b>Date(s) / Timeframe:</b> Monthly</p> <p><b>Funding Sources:</b> Attendance Restoration Opportunities - Tutoring - TITLE I (211) - 211-11-6116-04N-058-30-510-000000-25F10 - \$4,224, Books for book study - TITLE I (211) - 211-13-6329-04N-058-30-510-000000-25F10 - \$1,500</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |           |      |

**Performance Objective 1 Problem Statements:**



## Demographics

**Problem Statement 1:** Attendance rates through the 3rd 6 weeks of the 23-24 school year for Special Education students is at 91.6% which is lower than the 94.1% for for the all students. **Root Cause:** The campus does not have a school wide system to progress monitor, track, motivate, and celebrate students with IEPs.

**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 percentage of students receiving discipline referrals by school personnel from 36% to 25% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi Tiered Systems of Support(MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Students

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

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

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits.</p> <p><b>Intended Audience:</b> students and parents</p> <p><b>Provider / Presenter / Person Responsible:</b> grade level leads</p> <p><b>Date(s) / Timeframe:</b> 1st 6 weeks<br/>2nd 6 weeks<br/>4th 6 weeks</p> <p><b>Funding Sources:</b> Substitutes - TITLE I (211) - 211-11-6112-0PD-058-30-510-000000-25F10 - \$7,531.20</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs   |
|---|
| <p><b>Problem Statement 1:</b> 23-24 School year through the 3rd 6 weeks, males accounted for the majority of students with duplicated (159 females/ 337 males) or unduplicated referrals (61 females/ 99 males) which is almost double the females. <b>Root Cause:</b> Lack of identified male role models on campus and resources to support male students.</p> |

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

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

**Performance Objective 3:** Decrease the number of out of school suspensions for male students from 74% of all suspensions to 50% of all suspensions by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi Tiered Systems of Support(MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Less infractions and referrals

**Staff Responsible for Monitoring:** admin





**Title I:**

2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for follow-up</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> MTSS team</p> <p><b>Date(s) / Timeframe:</b> bi weekly</p>   | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |           |     |           |      |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs   |
|---|
| <p><b>Problem Statement 1:</b> 23-24 School year through the 3rd 6 weeks, males accounted for the majority of students with duplicated (159 females/ 337 males) or unduplicated referrals (61 females/ 99 males) which is almost double the females. <b>Root Cause:</b> Lack of identified male role models on campus and resources to support male students.</p> |

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

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

**Performance Objective 4:** Increase the number of student and parent engagement activities during and outside the regular school hours, as evidenced by participation in key strategic events and programs from 4 to 7 by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi Tiered Systems of Support(MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Increase number of parents attending events

**Staff Responsible for Monitoring:** admin

**Title I:**





4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Perceptions 2

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Hire Family Engagement Specialist to engage and connect with families, keeping families informed and serving as a liaison.</p> <p><b>Intended Audience:</b> parents</p> <p><b>Provider / Presenter / Person Responsible:</b> admin</p> <p><b>Date(s) / Timeframe:</b> April 24</p> <p><b>Funding Sources:</b> Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-058-30-510-000000-25F10 - \$32,276</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |

| Action Step 2 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <p><b>Action Step 2:</b> Convene cadre to identify family engagement events to support and promote. This will include getting feedback from families and reflecting on the events.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Dean, FES</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Snack for events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-058-30-510-000000-25F10 - \$1,000, supplies to promote events and for events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-058-30-510-000000-25F10 - \$1,052</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> Perform daily operations</p> <p><b>Intended Audience:</b> SMS staff and community</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Funding Sources:</b> Over Time Office Staff - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-058-99-273-000000- - \$1,000, Over Time - Custodians - UNDISTRIBUTED (199 PIC 99) - 199-51-6121-XXX-058-99-273-000000- - \$400, Work Orders - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-058-99-273-000000- - \$732, Copier/ Scanner Rental - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-058-99-273-000000- - \$4,700, Bus for school events - BASIC (199 PIC 11) - 199-11-6412-XXX-058-11-273-000000- - \$2,000, supplies for nurse - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-058-99-273-000000- - \$500, Supplies for counselors - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-058-99-273-000000- - \$500, Dues for NJHS , StuCo, ASCD - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-058-99-273-000000- - \$500, Over Time Campus Monitor - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-058-99-273-000000- - \$3,000, Supplies for Office staff - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-058-99-273-000000- - \$5,500, Back to school spirit items for staff - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-058-99-273-000000- - \$1,000</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>   |                  |            |                  |             |

**Performance Objective 4 Problem Statements:**

| Perceptions   |
|---|
| <p><b>Problem Statement 2:</b> Lower participation in school events and parent conferences by non English speaking families. <b>Root Cause:</b> Campus has not developed a system to engage and connect with non English speaking families.</p> |

# Campus Funding Summary

| TITLE I (211)                      |                       |          |             |   |   |   |             |
|------------------------------------|-----------------------|----------|-------------|---|---|---|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                                | Description                                       | Account Code                            | Amount      |
| 3                                  | 1                     | 1        | 1           | instructional supplies                          | Supplies and materials for instructional use      | 211-11-6399-04N-058-30-510-000000-25F10 | \$3,500.00  |
| 3                                  | 2                     | 1        | 1           | Instructional supplies                          | Supplies and materials for instructional use      | 211-11-6399-04N-058-30-510-000000-25F10 | \$3,500.00  |
| 4                                  | 1                     | 1        | 1           | Attendance Restoration Opportunities - Tutoring | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-058-30-510-000000-25F10 | \$4,224.00  |
| 4                                  | 1                     | 1        | 1           | Books for book study                            | Reading materials for professional development    | 211-13-6329-04N-058-30-510-000000-25F10 | \$1,500.00  |
| 4                                  | 2                     | 1        | 1           | Substitutes                                     | Subs for professional development                 | 211-11-6112-0PD-058-30-510-000000-25F10 | \$7,531.20  |
| 4                                  | 4                     | 1        | 1           | Family Engagement Specialist                    | Family Engagement Specialist                      | 211-61-6129-04L-058-30-510-000000-25F10 | \$32,276.00 |
| <b>Sub-Total</b>                   |                       |          |             |   |   |   | \$52,531.20 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |   |   |   | \$52,531.20 |
| <b>+/- Difference</b>              |                       |          |             |   |   |   | \$0.00      |
| FAMILY ENGAGEMENT (211)            |                       |          |             |   |   |   |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                                | Description                                       | Account Code                            | Amount      |
| 4                                  | 4                     | 1        | 2           | Snack for events                                | Snacks for parents to promote participation       | 211-61-6499-04L-058-30-510-000000-25F10 | \$1,000.00  |
| 4                                  | 4                     | 1        | 2           | supplies to promote events and for events       | Supplies and materials for parental involvement   | 211-61-6399-04L-058-30-510-000000-25F10 | \$1,052.00  |
| <b>Sub-Total</b>                   |                       |          |             |   |   |   | \$2,052.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |   |   |   | \$2,052.00  |
| <b>+/- Difference</b>              |                       |          |             |   |   |   | \$0.00      |

| BASIC (199 PIC 11)                 |                       |          |             |                         |                                       |                                    |             |
|------------------------------------|-----------------------|----------|-------------|-------------------------|---------------------------------------|------------------------------------|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed        | Description                           | Account Code                       | Amount      |
| 3                                  | 1                     | 1        | 1           | Instructional Supplies  | INSTRUCTION   INSTRUCTIONAL MATERIALS | 199-11-6321-XXX-058-11-273-000000- | \$4,000.00  |
| 3                                  | 2                     | 1        | 1           | Instructional Supplies  | INSTRUCTION   INSTRUCTIONAL MATERIALS | 199-11-6321-XXX-058-11-273-000000- | \$4,000.00  |
| 4                                  | 4                     | 1        | 3           | Bus for school events   | INSTRUCTION   TRAVEL - STUDENT        | 199-11-6412-XXX-058-11-273-000000- | \$2,000.00  |
| <b>Sub-Total</b>                   |                       |          |             |                         |                                       |                                    | \$10,000.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                         |                                       |                                    | \$10,000.00 |
| <b>+/- Difference</b>              |                       |          |             |                         |                                       |                                    | \$0.00      |
| GT (199 PIC 21)                    |                       |          |             |                         |                                       |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed        | Description                           | Account Code                       | Amount      |
| 1                                  | 2                     | 1        | 1           | Instructional materials | GENERAL SUPPLIES                      |                                    | \$1,300.00  |
| 2                                  | 2                     | 1        | 1           | Instructional materials | GENERAL SUPPLIES                      |                                    | \$1,030.00  |
| <b>Sub-Total</b>                   |                       |          |             |                         |                                       |                                    | \$2,330.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                         |                                       |                                    | \$2,330.00  |
| <b>+/- Difference</b>              |                       |          |             |                         |                                       |                                    | \$0.00      |
| CTE (199 PIC 22)                   |                       |          |             |                         |                                       |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed        | Description                           | Account Code                       | Amount      |
| 2                                  | 1                     | 1        | 3           | instructional materials | INSTRUCTIONAL MATERIALS               |                                    | \$1,449.00  |
| <b>Sub-Total</b>                   |                       |          |             |                         |                                       |                                    | \$1,449.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                         |                                       |                                    | \$1,449.00  |
| <b>+/- Difference</b>              |                       |          |             |                         |                                       |                                    | \$0.00      |
| SPED (199 PIC 23)                  |                       |          |             |                         |                                       |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed        | Description                           | Account Code                       | Amount      |
| 1                                  | 1                     | 1        | 1           | Instructional supplies  | INSTRUCTIONAL MATERIALS               |                                    | \$851.00    |
| 3                                  | 1                     | 1        | 1           | Instructional supplies  | INSTRUCTIONAL MATERIALS               |                                    | \$3,200.00  |

| SPED (199 PIC 23)                  |                       |          |             |                          |   |                                    |            |
|------------------------------------|-----------------------|----------|-------------|--------------------------|---|------------------------------------|------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed         | Description                                       | Account Code                       | Amount     |
| 3                                  | 2                     | 1        | 1           | Instructional supplies   | INSTRUCTIONAL MATERIALS                           |                                    | \$3,200.00 |
| <b>Sub-Total</b>                   |                       |          |             |                          |   |                                    | \$7,251.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                          |   |                                    | \$7,251.00 |
| <b>+/- Difference</b>              |                       |          |             |                          |   |                                    | \$0.00     |
| SCE (199 PIC 24)                   |                       |          |             |                          |   |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed         | Description                                       | Account Code                       | Amount     |
| 3                                  | 1                     | 1        | 1           | Instructional supplies   | Supplies and materials for instructional use      | 199-11-6399-001-058-24-273-000000- | \$2,344.00 |
| 3                                  | 2                     | 1        | 1           | Instructional supplies   | Supplies and materials for instructional use      | 199-11-6399-001-058-24-273-000000- | \$2,600.00 |
| <b>Sub-Total</b>                   |                       |          |             |                          |   |                                    | \$4,944.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                          |   |                                    | \$4,944.00 |
| <b>+/- Difference</b>              |                       |          |             |                          |   |                                    | \$0.00     |
| BEA (199 PIC 25)                   |                       |          |             |                          |   |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed         | Description                                       | Account Code                       | Amount     |
| 3                                  | 1                     | 1        | 1           | Instructional Supplies   | Supplies and materials - instruction              | 199-11-6399-001-058-25-273-000000  | \$976.00   |
| <b>Sub-Total</b>                   |                       |          |             |                          |   |                                    | \$976.00   |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                          |   |                                    | \$976.00   |
| <b>+/- Difference</b>              |                       |          |             |                          |   |                                    | \$0.00     |
| UNDISTRIBUTED (199 PIC 99)         |                       |          |             |                          |   |                                    |            |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed         | Description                                       | Account Code                       | Amount     |
| 1                                  | 1                     | 1        | 5           | Library Books            | INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS  | 199-12-6329-XXX-058-99-273-000000- | \$5,000.00 |
| 4                                  | 4                     | 1        | 3           | Over Time Campus Monitor | SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT | 199-52-6121-XXX-058-99-273-000000- | \$3,000.00 |



**UNDISTRIBUTED (199 PIC 99)**

| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed                      | Description  | Account Code                       | Amount       |
|------------------------------------|-----------------------|----------|-------------|---------------------------------------|--|------------------------------------|--------------|
| 4                                  | 4                     | 1        | 3           | Supplies for counselors               | GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES         | 199-31-6399-XXX-058-99-273-000000- | \$500.00     |
| 4                                  | 4                     | 1        | 3           | supplies for nurse                    | HEALTH SERVICE   GENERAL SUPPLIES                    | 199-33-6399-XXX-058-99-273-000000- | \$500.00     |
| 4                                  | 4                     | 1        | 3           | Copier/ Scanner Rental                | SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP       | 199-23-6264-XXX-058-99-273-000000- | \$4,700.00   |
| 4                                  | 4                     | 1        | 3           | Over Time - Custodians                | PLANT MAINT & OPERATION   EXTRA DUTY/OT - SUPPORT    | 199-51-6121-XXX-058-99-273-000000- | \$400.00     |
| 4                                  | 4                     | 1        | 3           | Supplies for Office staff             | SCHOOL LEADERSHIP   GENERAL SUPPLIES                 | 199-23-6399-XXX-058-99-273-000000- | \$5,500.00   |
| 4                                  | 4                     | 1        | 3           | Dues for NJHS , StuCo, ASCD           | SCHOOL LEADERSHIP   DUES                             | 199-23-6495-XXX-058-99-273-000000- | \$500.00     |
| 4                                  | 4                     | 1        | 3           | Work Orders                           | PLANT MAINT & OPERATION   SUPPLIES MAINT & OPERATION | 199-51-6319-XXX-058-99-273-000000- | \$732.00     |
| 4                                  | 4                     | 1        | 3           | Back to school spirit items for staff | SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES         | 199-23-6299-XXX-058-99-273-000000- | \$1,000.00   |
| 4                                  | 4                     | 1        | 3           | Over Time Office Staff                | SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT          | 199-23-6121-XXX-058-99-273-000000- | \$1,000.00   |
| <b>Sub-Total</b>                   |                       |          |             |                                       |  |                                    | \$22,832.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                                       |  |                                    | \$22,832.00  |
| <b>+/- Difference</b>              |                       |          |             |                                       |  |                                    | \$0.00       |
| <b>Grand Total Budgeted</b>        |                       |          |             |                                       |  |                                    | \$104,365.20 |
| <b>Grand Total Spent</b>           |                       |          |             |                                       |  |                                    | \$104,365.20 |
| <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    |