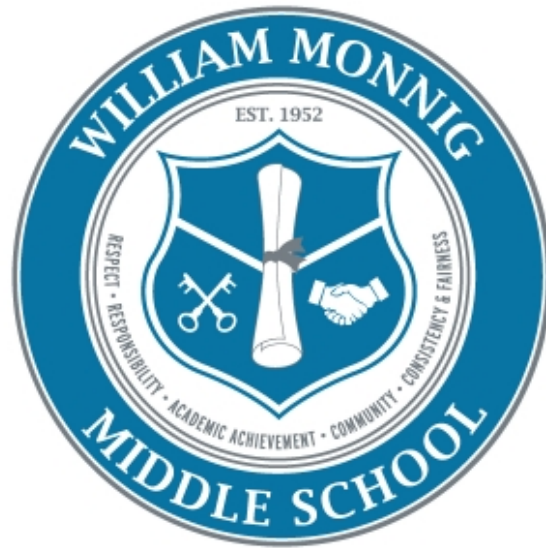


**Fort Worth Independent School District**  
**053 Monnig Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Monnig Middle School is where EVERY student is Known, Valued, and Inspired.

## Vision

Preparing students to be lifelong learners and positive contributors to society.

## Monnig Pledge

Honor the Monnig tradition:

I pledge to be the best of the best,

guiding a path of honor and loyalty,

working hard to achieve higher goals for the future;

I pledge, therefore I am.

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# Comprehensive Needs Assessment

Revised/Approved: September 20, 2024

## Demographics

### Demographics Summary

Monnig Middle School is a comprehensive 6th-8th grade middle school nestled in the beautiful North Ridglea neighborhood of Fort Worth. We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, The Leadership Academy at Como, Mary Louise Phillips, and Ridglea Hills. According to the 2022-2023 TAPR (Texas Academic Performance Report), we serve a racially diverse student body made up of 39.5% Hispanic, 37.5% African American, 16.8% White, 1.8% Asian, 4.3% Two or More Races. Approximately 83.9% of our students are categorized as economically disadvantaged and everyone at Monnig receives free breakfast and lunch. Emergent Bilingual (EB) students represent 22.6% of the student population.

According to the 2022-2023 TAPR (Texas Academic Performance Report), teacher ethnicity breakdown is as follows African American 33.2%, Hispanic 14.5%, White 47.4%, Asian 2.5%, two or more races 2.5%.

According to the 2022-2023 TAPR (Texas Academic Performance Report), teachers by years of experience is as follows: Beginning teachers 17.3%, 1-5 years 34.7%, 6-10 years 19.1%, 11-20 years 17.9%, 21-30 years 8.6% and over 30 years of experience 2.5%.

### Demographics Strengths

We are proud of our racial diversity and view it as a strength when comparing Monnig to other FWISD schools.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** During the 2022-2023 school year, based on the FWISD School Performance Framework, only 32% of Emergent Bilingual (EB) students progressed 1 Level on TELPAS which was below the 36% targeted rate. **Root Cause:** There has not been a school-wide strategy or professional development for teachers to supports students in using academic language in order to increase their proficiency in listening, speaking, reading, and writing.

**Problem Statement 2:** \*\*\*Student enrollment at Monnig has declined from 485 students in 2023-2024 to a projected enrollment of 452 students in 2024-2025. **Root Cause:** Due to an increase of school options within the community and a preconceived notion of the climate and culture at Monnig MS, student enrollment has steadily decreased multiple years in a row.

# Student Learning

## Student Learning Summary

### STAAR Data 2017-2018:

Improvement Required Campus

Student Achievement-56

School Progress-55

Closing the Gaps-39

Overall Rating-F (51)

### STAAR Data 2018-2019:

Student Achievement-67

School Progress-72

Closing the Gaps-71

Overall Rating-C (72)

### MAP Data 2020-2021:

**MATH % Met Growth Target BOY to EOY: 42**

**ELA % Met Growth Target BOY to EOY: 38**

**In 2019, Monnig improved the overall accountability rating from a 51 (F) to a 72 (C). The campus saw an increase in all domains with Achievement improving to a 67, School progress improving to a 72 through Relative Performance, and Closing the Gaps improving to a 71. The TELPAS target was exceeded with a 40 (Target 36). Overall, in Closing the Gaps, 11 targets were met.**

### 2019 Student Achievement

**ELA: 69% Approaches, 38% Meets, 17% Masters**

**Math: 69% Approaches, 32% Meets, 9% Masters**

**Science: 66% Approaches, 28% Meets, 8% Masters**

**Social Studies: 54% Approaches, 21% Meets, 9% Masters**

Although Monnig was not rated in 2021, we saw a sharp decline in achievement scores. Growth was also not calculated.

In the Closing the Gaps Domain, zero targets were met with the exception of TELPAS which continued to rise above the target 44% (target 36%).

#### 2021 Student Achievement

**ELA: 54% Approaches, 27% Meets, 12% Masters**

**Math: 43% Approaches, 19% Meets, 7% Masters**

**Science: 52% Approaches, 28% Meets, 10% Masters**

**Social Studies: 41% Approaches, 16% Meets, 8% Masters**

In 2022 Monnig was not rated with an overall score of 57 out of 100, in student achievement with 54 of 100, school progress with 57 of 100, and in closing the gaps with 56 of 100.

#### 2022 Student Achievement

**ELA: 58% Approaches, 34% Meets, 13% Masters**

**Math:40% Approaches, 13% Meets, 4% Masters**

**Science:51% Approaches, 23% Meets, 8% Masters**

**Social Studies:34% Approaches, 12% Meets, 4% Masters**

**\*\*\*Add MAP data from 23-24\*\*\***

#### Student Learning Strengths

Our Campus went from 54% in 2021 to 58% in 2022 ELA/Reading at the approaches grade level, from 27% in 2021 to 34% in 2022 at the meets grade level, and 12% in 2021 to 13% in 2022 at the masters grade level.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on the 2022-2023 TAPR (Texas Academic Performance Report), 65% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 2 (Prioritized):** Based on the 2022-2023 TAPR (Texas Academic Performance Report), 53% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

## School Processes & Programs

### School Processes & Programs Summary

Monnig has a variety of programming options for students. There are three different math pathways students can take with one offering acceleration to Geometry in the 8th grade. Science also has an advanced pathway leading to Biology in the 8th grade. In English and Social Studies, we have honors classes available for students. Allowing grade-level peers to participate in classes that they may be otherwise excluded from due to prerequisite requirements allows equity of access for all students in these subjects. We also offer career and technical education as well as junior cadet corp which teaches leadership and discipline.

We have two full-time counselors, one full-time intervention specialist, a Communities in Schools social worker (partially paid for out of Title I funds), a Family Engagement Specialist, and a MHMR worker to support students with resources and social/emotional well-being.

Monnig has one principal and two assistant principals making up its administration.

In Spring of 2023, due to decreasing enrollment, Monnig has had to cut 3 positions.

When teachers have struggled with minor student disruptions and parent conferences/phone calls and classroom management strategies haven't been successful teachers write a referral to the office. Administrators process the referrals and can administer discipline including conferencing with students and/or parents, in-school suspension for 1 period, in-school suspension from 1-3 days, or on-campus intervention up to 6 days. Many teachers have been trained in restorative practices and interventionists, counselors, and admin use restorative circles to repair harm.

### School Processes & Programs Strengths

Monnig is building pride with its House system and focusing on rewarding positive behaviors. There are also many resources for students/families in need. We have added a Communities in Schools social worker with Title I funds as well as a Restorative Practices Specialist with district-provided ESSER Funds. Starting with the 2023-2024 school year, teachers will continue to participate in content specific PLCs, as well as, grade level team meetings. The focus of the grade level team meetings will be on student academic needs, as well as, behavioral and/or social emotional supports. Academic systems continue to be built and refined as Monnig strives for academic excellence.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Based on 2022-2023 FWISD discipline data through the end of the school year, African-American students make-up 39% of the student body, but represent 62% of school discipline referrals with action records of 59% of Out of School Suspensions. **Root Cause:** There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.

**Problem Statement 2:** During the 2023-2024 school year there is a lack of student involvement in extracurricular activities. **Root Cause:** There is a lack of advertisement and understanding about the availability of the extracurricular programs on campus as well as a lack of transportation for after-school rehearsals so students can participate.



# Perceptions

## Perceptions Summary

Based on findings from the **2022-2023 SY Effective School Framework Diagnostic Report**, Monnig Middle School demonstrates several strengths and areas of opportunity for the campus to leverage as they plan for the next school year. As we move into the next school year, the focus will move to creating a new vision and mission statement that incorporates the input of staff and student focus groups.

## Perceptions Strengths

The Effective Schools Framework has identified several areas of strength at Monnig Middle School. All administrators are aware of and can clearly articulate their roles and responsibilities to the campus, students, and other staff. We have a set interview protocol that is campus-specific and allows candidates to get a clear picture of the structure of Monnig and how they can make an impact on campus. Each teacher has protected time built into the master schedule so that they can plan and collaborate with their peers. Lesson plans are aligned to the district scope and sequence and the district instructional framework as well as being aligned to the district provided interim assessments and other instructional materials.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause:** There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way.

**Problem Statement 2 (Prioritized):** According to 2022-2023 TAPR (Texas Academic Performance Report) 23% of the student population have been identified as Emergent Bilingual (EB). The campus lacks a system to engage students and families with fidelity. **Root Cause:** There has not been a focus on staffing resources to address language barriers that will foster opportunities for engagement.

# Priority Problem Statements

**Problem Statement 1:** Based on the 2022-2023 TAPR (Texas Academic Performance Report), 65% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR.

**Root Cause 1:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Based on the 2022-2023 TAPR (Texas Academic Performance Report), 53% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR.

**Root Cause 2:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** During the 2022-2023 school year, based on the FWISD School Performance Framework, only 32% of Emergent Bilingual (EB) students progressed 1 Level on TELPAS which was below the 36% targeted rate.

**Root Cause 3:** There has not been a school-wide strategy or professional development for teachers to support students in using academic language in order to increase their proficiency in listening, speaking, reading, and writing.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Based on 2022-2023 FWISD discipline data through the end of the school year, African-American students make-up 39% of the student body, but represent 62% of school discipline referrals with action records of 59% of Out of School Suspensions.

**Root Cause 4:** There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.

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

**Problem Statement 5:** According to 2022-2023 TAPR (Texas Academic Performance Report) 23% of the student population have been identified as Emergent Bilingual (EB). The campus lacks a system to engage students and families with fidelity.

**Root Cause 5:** There has not been a focus on staffing resources to address language barriers that will foster opportunities for engagement.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability 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 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 diagnostic reading assessment data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: May 24, 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 STAAR Reading to 70% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by May 2025.

**Evaluation Data Sources:** Quarterly Assessments, Benchmarks

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

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

**Strategy's Expected Result/Impact:** Increase MAP/STAAR scores

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Dean of Instruction

**Summative Evaluation:** Significant Progress Made Toward Strategy

### Title I:

2.4

#### - TEA Priorities:

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

#### - ESF Levers:

Lever 5: Effective Instruction

#### - Targeted Support Strategy - Additional Targeted Support Strategy

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Selected instructional strategies to be implemented campus-wide, enhance lesson-plan feedback and internalization protocol, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p><b>Intended Audience:</b> All Campus staff  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> July 25th  <b>Collaborating Departments:</b> Core Depts, District Content Coaches  <b>Delivery Method:</b> Faculty meetings, 1:1 coaching, CLT meetings, PLC meeting</p> <p><b>Funding Sources:</b> General Supplies for Instruction - TITLE I (211) - 211-11-6399-04N-053-30-510-000000-25F10 - \$10,278.60, Books for Library - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-053-99-273-000000- - \$500, General Supplies for Library - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-053-99-273-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p><b>Intended Audience:</b> Campus Leadership Team  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025; weekly  <b>Collaborating Departments:</b> Core Depts, District Content Coaches  <b>Delivery Method:</b> Faculty meetings and professional development days; weekly CLT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Deliver professional development centered around campus-wide instructional strategies.</p> <p><b>Intended Audience:</b> Teachers/ all instructional staff  <b>Provider / Presenter / Person Responsible:</b> CLT  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Core Depts, District Content Coaches  <b>Delivery Method:</b> Campus PD days, faculty meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Core contents departments will analyze student performance data and develop actions plans through PLCs. <b>Intended Audience:</b> All instructional staff <b>Provider / Presenter / Person Responsible:</b> CLT <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction <b>Delivery Method:</b> In person PLC meetings	<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> Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. <b>Intended Audience:</b> All instructional staff <b>Provider / Presenter / Person Responsible:</b> CLT <b>Date(s) / Timeframe:</b> Weekly during PLC <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction <b>Delivery Method:</b> In person at PLC meetings	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 6 Details	Reviews			
<b>Action Step 6:</b> Provide online learning platforms for tutorials both during and outside of the school day for interventions <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Saturday school, before and after school tutoring <b>Collaborating Departments:</b> Instructional Coaches and Assistant Principals <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Extra Duty pay for tutoring after hours - TITLE I (211) - 211-11-6116-04N-053-30-510-000000-25F10 - \$12,175, Snacks for Saturday School - BASIC (199 PIC 11) - 199-11-6395-XXX-053-11-273-000000- - \$2,000, Online Learning Platform - TITLE I (211) - 211-11-6329-04N-053-30-510-000000-25F10 - \$12,500	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

0%

No Progress

100%

Accomplished

➔

Continue/Modify

✗

Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** Based on the 2022-2023 TAPR (Texas Academic Performance Report), 53% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.



**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 STAAR Math to 70% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by May 2025.

**High Priority**

**Evaluation Data Sources:** Quarterly Assessments, Benchmark Data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1:** Improve quality of Tier 1 instruction in math classes through work in PLC, planning backward design, use of Lead4Ward activities and scaffolding learning in classes. Content support push in to classes and PLC planning time

**Strategy's Expected Result/Impact:** Increase Student Growth in math STAAR

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Dean of Instruction

**Summative Evaluation:** Significant Progress Made Toward Strategy

**TEA Priorities:**

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

- **ESF Levers:**





Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Select instructional strategies to be implemented campus-wide, enhance lesson-plan feedback and internalization protocol, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p><b>Intended Audience:</b> All Instructional Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> Faculty meetings, 1:1 coaching, PLC's, CLT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p><b>Intended Audience:</b> Campus Leadership Team  <b>Provider / Presenter / Person Responsible:</b> CLT  <b>Date(s) / Timeframe:</b> August 2024-May 2025; weekly  <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin  <b>Delivery Method:</b> Faculty meetings and professional development days, weekly CLT meetings</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> Deliver professional development centered around campus-wide instructional strategies.</p> <p><b>Intended Audience:</b> All instructional staff  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin  <b>Delivery Method:</b> In-person faculty meetings; PLC meetings, faculty meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p><b>Intended Audience:</b> All instructional staff  <b>Provider / Presenter / Person Responsible:</b> All instructional staff  <b>Date(s) / Timeframe:</b> August 2024-May 2025; weekly during PLC  <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin  <b>Delivery Method:</b> In-Person PLC meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> All instructional staff  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025; weekly during PLC  <b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin  <b>Delivery Method:</b> In-person PLC meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> Daily PLC  <b>Collaborating Departments:</b> All Teaching Staff  <b>Delivery Method:</b> In-person Daily</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Based on the 2022-2023 TAPR (Texas Academic Performance Report), 53% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. <b>Root Cause:</b> The campus hasn't prioritized tailoring instruction to meet the needs of African American students.</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 8th grade students gaining high school credit in Algebra 1, English 1, BIO, and CTE Electives by May 2025.

**High Priority**

**Evaluation Data Sources:** Six Weeks Grades, Quarterly Assessments, Benchmarks

**Summative Evaluation:** Some progress made toward meeting Performance Objective

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

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

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Dean of Instruction

**Summative Evaluation:** Significant Progress Made Toward Strategy

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**





Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Selected instructional strategies to be implemented campus-wide, enhance lesson-plan feedback and internalization protocol, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p><b>Intended Audience:</b> Campus Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> CLT meetings, 1:1 coaching meetings, PLC meetings</p> <p><b>Funding Sources:</b> Subs for Teacher Travel to Conferences - BASIC (199 PIC 11) - 199-11-6112-XXX-053-11-273-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p><b>Intended Audience:</b> Campus Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025; weekly CLT meeting</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> Weekly CLT meeting</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Deliver professional development centered around campus-wide instructional strategies</p> <p><b>Intended Audience:</b> All instructional staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025;</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> In-person faculty meetings; 1:1 coaching meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Core departments will analyze student performance data and develop actions plans through PLCs</p> <p><b>Intended Audience:</b> Instructional Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> In person at PLC meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Use embedded PLC time/faculty meetings/daily interactions to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p><b>Intended Audience:</b> All instructional staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Instructional Staff</p> <p><b>Date(s) / Timeframe:</b> Daily PLC meetings</p> <p><b>Collaborating Departments:</b> Core Depts, Instructional Coach, Dean of Instruction, Admin</p> <p><b>Delivery Method:</b> In-person PLC meetings</p> <p><b>Funding Sources:</b> Instructional Supplies for SPED - SPED (199 PIC 23) - \$5,527, Instructional Supplies for GT - GT (199 PIC 21) - \$914, Instructional Supplies for CTE - CTE (199 PIC 22) - \$1,394, Instructional supplies for Bilingual - BEA (199 PIC 25) - 199-11-6399-001-053-25-273-000000 - \$832, Campus Paper - Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-053-11-273-000000- - \$3,000, Poster Maker/Laminator Repairs - BASIC (199 PIC 11) - 199-11-6249-XXX-053-11-273-000000- - \$500, SPED Reading Books - SPED (199 PIC 23) - \$1,000, Copier Rental - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-053-99-273-000000- - \$4,900</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials Daily in stampede for all students during assigned time</p> <p><b>Collaborating Departments:</b> Instructional Coaches and Assistant Principals</p> <p><b>Delivery Method:</b> In person daily</p> <p><b>Funding Sources:</b> Accelerated Reader Program/Software Reading Program for Accelerated Reader - SCE (199 PIC 24) - 199-11-6329-001-053-24-273-000000- - \$5,728</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> Provide opportunities for students outside of the school environment, such as learning labbs, field trips, etc.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> Beginning in August until May  <b>Collaborating Departments:</b> All departments  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Fees associated with field trips - BASIC (199 PIC 11) - 199-11-6112-XXX-053-11-273-000000- - \$2,000, Subs for Field Trips - BASIC (199 PIC 11) - 199-11-6112-XXX-053-11-273-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
<p><b>Action Step 8:</b> Instructional Assistant will be utilized in the classroom to assist students who need individualized instruction. Assist teachers with in preparing materials for direct instructional activities.</p> <p><b>Intended Audience:</b> All Students, Providing additional supports to Tier 2 &amp; Tier 3 students  <b>Provider / Presenter / Person Responsible:</b> Teaching Asst/Teacher  <b>Date(s) / Timeframe:</b> Aug 24 - June 25  <b>Collaborating Departments:</b> Core Dept  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Teaching Assistant - TITLE I (211) - 211-11-6129-04N-053-30-510-000000-25F10 - \$27,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on the 2022-2023 TAPR (Texas Academic Performance Report), 65% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR. <b>Root Cause:</b> The campus hasn't prioritized tailoring instruction to meet the needs of African American 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 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 22% to 17% by May 2025.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

**Strategy's Expected Result/Impact:** Increase Average Daily Attendance

**Staff Responsible for Monitoring:** Family Engagement Specialist

**Summative Evaluation:** Significant Progress Made Toward Strategy

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**





Lever 3: Positive School Culture

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

**Problem Statements:** School Processes & Programs 1 - Perceptions 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Hold meetings to identify students with the greatest needs based on previous year's attendance, discipline referrals, and grades. During this meeting assign caseloads, schedule weekly meetings, and create a plan for following up with these students and their teachers weekly.</p> <p><b>Intended Audience:</b> Tier 3 Students  <b>Provider / Presenter / Person Responsible:</b> Student Support Team  <b>Date(s) / Timeframe:</b> Identify students by the 3rd week of school; SST meetings held every 3 weeks  <b>Collaborating Departments:</b> Campus Attendance Committee  <b>Delivery Method:</b> In person Meeting</p> <p><b>Funding Sources:</b> General Supplies for Attendance Office - BASIC (199 PIC 11) - 199-11-6299-XXX-053-11-273-000000- - \$1,200, O/T for Campus Monitor - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-053-99-273-000000- - \$300, Printer for Attendance Office - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-053-99-273-000000- - \$1,500, Shelf for Attendance Office Printer - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-053-99-273-000000- - \$500, Printers for Counseling Dept - UNDISTRIBUTED (199 PIC 99) - 199-31-6396-XXX-053-99-273-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure all students have basic needs to attend school. Ex: hygiene products and basic supplies.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Student Support Team/SPED, Bilingual/General Ed Staff  <b>Date(s) / Timeframe:</b> 2024-2025 school year  <b>Collaborating Departments:</b> All departments  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Hygiene Products - SPED (199 PIC 23) - \$300, Shelves for Community Closet - BASIC (199 PIC 11) - 199-11-6398-XXX-053-11-273-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide opportunities for parents to enroll students outside the contracted school day/hours.</p> <p><b>Intended Audience:</b> Students/Families  <b>Provider / Presenter / Person Responsible:</b> Staff  <b>Date(s) / Timeframe:</b> August 2024  <b>Collaborating Departments:</b> Staff  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> O/T for Office Staff - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-053-99-273-000000- - \$1,000, O/T Counseling Clerk - UNDISTRIBUTED (199 PIC 99) - 199-31-6121-XXX-053-99-273-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Ensure Counseling Dept has knowledge of current strategies to ensure the ability to apply best practices for all students.</p> <p><b>Intended Audience:</b> Counselors  <b>Provider / Presenter / Person Responsible:</b> Outside Vendors  <b>Date(s) / Timeframe:</b> August 2024-June 2025  <b>Collaborating Departments:</b> Counseling Dept  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Counseling Conference Registration - UNDISTRIBUTED (199 PIC 99) - 199-31-6411-XXX-053-99-273-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Based on 2022-2023 FWISD discipline data through the end of the school year, African-American students make-up 39% of the student body, but represent 62% of school discipline referrals with action records of 59% of Out of School Suspensions. <b>Root Cause:</b> There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.</p>
Perceptions
<p><b>Problem Statement 2:</b> According to 2022-2023 TAPR (Texas Academic Performance Report) 23% of the student population have been identified as Emergent Bilingual (EB). The campus lacks a system to engage students and families with fidelity. <b>Root Cause:</b> There has not been a focus on staffing resources to address language barriers that will foster opportunities for engagement.</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 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 141 to 105 by May 2025.

**Strategy 1:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

**Strategy's Expected Result/Impact:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

**Staff Responsible for Monitoring:** Administrative

**TEA Priorities:**

Improve low-performing schools


- **ESF Levers:**


Lever 3: Positive School Culture


- **Results Driven Accountability**


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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Hold a meeting to identify students with the greatest needs based on previous year's attendance, discipline referrals, and grades. During this meeting assign caseloads, schedule weekly meetings, and create a plan for following up with these students and their teachers weekly.</p> <p><b>Intended Audience:</b> Tier 3 students  <b>Provider / Presenter / Person Responsible:</b> Student Support Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025; every 3 weeks  <b>Collaborating Departments:</b> Campus Attendance Committee  <b>Delivery Method:</b> In Person Meeting</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** Based on 2022-2023 FWISD discipline data through the end of the school year, African-American students make-up 39% of the student body, but represent 62% of school discipline referrals with action records of 59% of Out of School Suspensions. **Root Cause:** There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.

**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:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 1 to 3 by May 2024.

**Evaluation Data Sources:** None

**Strategy 1:** Create a committee that involves all stakeholders. The committee will plan, promote, and host engaging activities throughout the school year. These activities will be communicated to families at the beginning of the school year allowing time for families to make arrangements to attend with their students.

**Strategy's Expected Result/Impact:** Increase student, family, and community engagement

**Staff Responsible for Monitoring:** Family Engagement Specialist





**Title I:**

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 25th convene SBDM to identify at least 3 family engagement events for Monnig to support and promote this school year and get them on the master calendar.</p> <p><b>Intended Audience:</b> Monnig Families <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> By August 25th <b>Collaborating Departments:</b> SBDM <b>Delivery Method:</b> In Person Meeting</p> <p><b>Funding Sources:</b> Incentives for Staff to attend school events - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-053-99-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Family Engagement Committee will develop and communicate the plans for the year to Monnig families via master calendar and Weekly Stampede.</p> <p><b>Intended Audience:</b> Monnig Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist</p> <p><b>Date(s) / Timeframe:</b> By September 1st</p> <p><b>Collaborating Departments:</b> Family Engagement Committee and SBDM</p> <p><b>Delivery Method:</b> In Person Meeting (Committee) via Master Calendar and Weekly Newsletter for Monnig Families</p> <p><b>Funding Sources:</b> Snacks for Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-053-30-510-000000-25F10 - \$1,010, Paper or plastic goods for Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-053-30-510-000000-25F10 - \$1,250, Office Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-053-99-273-000000- - \$3,328</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	General Supplies for Instruction	Supplies and materials for instructional use	211-11-6399-04N-053-30-510-000000-25F10	\$10,278.60
1	1	1	6	Extra Duty pay for tutoring after hours	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-053-30-510-000000-25F10	\$12,175.00
1	1	1	6	Online Learning Platform	Reading materials & Software for classroom use	211-11-6329-04N-053-30-510-000000-25F10	\$12,500.00
3	1	1	8	Teaching Assistant	Title I Teacher Assistant	211-11-6129-04N-053-30-510-000000-25F10	\$27,000.00
<b>Sub-Total</b>							\$61,953.60
<b>Budgeted Fund Source Amount</b>							\$87,021.76
<b>+/- Difference</b>							\$25,068.16
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2	Paper or plastic goods for Family Engagement Events	Supplies and materials for parental involvement	211-61-6399-04L-053-30-510-000000-25F10	\$1,250.00
4	3	1	2	Snacks for Family Engagement Events	Snacks for parents to promote participation	211-61-6499-04L-053-30-510-000000-25F10	\$1,010.00
<b>Sub-Total</b>							\$2,260.00
<b>Budgeted Fund Source Amount</b>							\$2,260.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	6	Snacks for Saturday School	INSTRUCTION   PURCHASING CARD	199-11-6395-XXX-053-11-273-000000-	\$2,000.00
3	1	1	1	Subs for Teacher Travel to Conferences	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-053-11-273-000000-	\$400.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	Campus Paper - Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-053-11-273-000000-	\$3,000.00
3	1	1	5	Poster Maker/Laminator Repairs	INSTRUCTION   MNT/RPR FURN/COMPUT/EQUIP	199-11-6249-XXX-053-11-273-000000-	\$500.00
3	1	1	7	Fees associated with field trips	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-053-11-273-000000-	\$2,000.00
3	1	1	7	Subs for Field Trips	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-053-11-273-000000-	\$400.00
4	1	1	1	General Supplies for Attendance Office	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-053-11-273-000000-	\$1,200.00
4	1	1	2	Shelves for Community Closet	INSTRUCTION   FURN&EQUIP < \$5000	199-11-6398-XXX-053-11-273-000000-	\$3,000.00
<b>Sub-Total</b>							\$12,500.00
<b>Budgeted Fund Source Amount</b>							\$12,500.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	Instructional Supplies for GT	GENERAL SUPPLIES		\$914.00
<b>Sub-Total</b>							\$914.00
<b>Budgeted Fund Source Amount</b>							\$914.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	Instructional Supplies for CTE	GENERAL SUPPLIES		\$1,394.00
<b>Sub-Total</b>							\$1,394.00
<b>Budgeted Fund Source Amount</b>							\$1,394.00
<b>+/- Difference</b>							\$0.00



SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	Instructional Supplies for SPED	GENERAL SUPPLIES		\$5,527.00
3	1	1	5	SPED Reading Books	OTHER READING MATERIALS		\$1,000.00
4	1	1	2	Hygiene Products	GENERAL SUPPLIES		\$300.00
<b>Sub-Total</b>							\$6,827.00
<b>Budgeted Fund Source Amount</b>							\$6,827.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	6	Accelerated Reader Program/Software Reading Program for Accelerated Reader	Reading materials for classroom use	199-11-6329-001-053-24-273-000000-	\$5,728.00
<b>Sub-Total</b>							\$5,728.00
<b>Budgeted Fund Source Amount</b>							\$5,728.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	Instructional supplies for Bilingual	Supplies and materials - instruction	199-11-6399-001-053-25-273-000000	\$832.00
<b>Sub-Total</b>							\$832.00
<b>Budgeted Fund Source Amount</b>							\$832.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	General Supplies for Library	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-053-99-273-000000-	\$500.00
1	1	1	1	Books for Library	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-053-99-273-000000-	\$500.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	5	Copier Rental	SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP	199-23-6264-XXX-053-99-273-000000-	\$4,900.00
4	1	1	1	Printer for Attendance Office	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-053-99-273-000000-	\$1,500.00
4	1	1	1	Printers for Counseling Dept	GUIDANCE & COUNSELING SVC   TECHNOLOGY < \$5000	199-31-6396-XXX-053-99-273-000000-	\$1,000.00
4	1	1	1	O/T for Campus Monitor	COMMUNITY SERVICES   EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-053-99-273-000000-	\$300.00
4	1	1	1	Shelf for Attendance Office Printer	SCHOOL LEADERSHIP   FURN&EQUIP < \$5000	199-23-6398-XXX-053-99-273-000000-	\$500.00
4	1	1	3	O/T for Office Staff	SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-053-99-273-000000-	\$1,000.00
4	1	1	3	O/T Counseling Clerk	GUIDANCE & COUNSELING SVC   EXTRA DUTY/OT - SUPPORT	199-31-6121-XXX-053-99-273-000000-	\$500.00
4	1	1	4	Counseling Conference Registration	GUIDANCE & COUNSELING SVC   TRAVEL - EMPLOYEE ONLY	199-31-6411-XXX-053-99-273-000000-	\$400.00
4	3	1	1	Incentives for Staff to attend school events	SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES	199-23-6299-XXX-053-99-273-000000-	\$2,000.00
4	3	1	2	Office Supplies	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-053-99-273-000000-	\$3,328.00
<b>Sub-Total</b>							\$16,428.00
<b>Budgeted Fund Source Amount</b>							\$16,428.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$133,904.76
<b>Grand Total Spent</b>							\$108,836.60
<b>+/- Difference</b>							\$25,068.16

# 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