

Fort Worth Independent School District
187 J.T. Stevens Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Preparing ALL Students for Success in College, Career, and Community Leadership.

Vision

Preparing Respectful Independent Thinkers Determined to Demonstrate Excellence

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Comprehensive Needs Assessment

Revised/Approved: January 31, 2025

Demographics

Demographics Summary

JT Stevens Elementary (JTS) is located in the Wedgewood neighborhood and is both a neighborhood school within the Fort Worth ISD and a district Gold Seal Program of Choice campus. In addition to the neighborhood students, half of the student population is part of an applied learning program through the district's Gold Seal Programs of Choice. Our campus is represented by many diverse populations for a total of 404 students. Our student population consists of 39% Hispanic, 26% White, 27% African American, and 9% Other. 13% of our students are Emergent Bilingual (EB). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 67% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 14% of our student population participating in one of our programs or models, including speech. Likewise, we have 7% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 11% of our student identified as gifted and talented.

The campus is rated as a "C" through Texas Education Agency accountability measures from the 2021/2022 school year. Prior to this rating the campus received an "F" during the 2018/2019 school year and was unable to change designations due to the COVID-19 pandemic.

The campus mission statement is, "Preparing ALL Students for Success in College, Career, and Community Leadership." The vision statement changes each year based on that specific school year and where the campus need to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

Demographics Strengths

- evenly distributed populations
- proper identification of SPED and dyslexia groups has started

Problem Statements Identifying Demographics Needs

Problem Statement 1: 37% of students with ten or more absences are Hispanic. **Root Cause:** The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 2 (Prioritized): 43% of students with ten or more absences are African American. **Root Cause:** The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 3: 15% of students with ten or more absences are receiving services from Special Education **Root Cause:** The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 4: 20% of students with ten or more absences are Emergent Bilingual. **Root Cause:** The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 5 (Prioritized): 66% of students with ten or more absences are At-Risk. **Root Cause:** The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 6 (Prioritized): 68% of students with ten or more absences are in PK-2nd Grade. **Root Cause:** Parents do not see the importance of attendance in lower grades compared to upper grades.

Student Learning

Student Learning Summary

During the 2021/2022 school year, JTS received a "C" rating from the Texas Education Agency (TEA). A score for the 2022/2023 school year has not been released. This replaced the "F" rating that was received during the 2018/2019 school year. During the 2019/2020 and 2020/2021 school years, there were no STAAR assessments given by the Texas Education Agency (TEA). Student

NWEA MAP data shows that 38% of our students have met projected growth measures for the middle of the year math test. Our goal is to increase that to 50% by the end of the year assessment. 43% of our students have met projected growth measures for the middle of the year reading test. Our goal is to increase that to 50% by the end of the year assessment.

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete their assigned units each week in Lexia Core 5 for reading and DreamBox. In addition, teachers have been exploring the use of online learning tools like Canvas and Google Classroom. All students participate in online MAP testing at least three times a year.

The emphasis on instruction is based on the FWISD Instructional Framework of Planning, Instruction, Assessing, and Reflection. The focus for classroom instruction is on the Lesson Structure based on alignment from Standards Based Learning Objectives, Activation of Learning, Modeling, Interactive Practice, Independent Practice, and Closure. Additionally, teachers are supported through lesson plan feedback and classroom walkthroughs with feedback based on the FWISD Walkthrough Proration Guide by school administration.

Student Learning Strengths

- campus moved out of the "F" rating
- students have shifted focus to units instead of time on programs like Core5 and DreamBox

- all teachers have been trained in applied learning core practices
- some teachers have been trained in applied learning advanced practices, with more scheduled in the summer of 2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 27% of African American students meeting Reading standards at grade level. **Root Cause:** Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 2: 11% of Emergent Bilingual students meeting Reading standards at grade level. **Root Cause:** Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 3: 16% of Special Education students meeting Reading standards at grade level **Root Cause:** Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 4: Tier 1 instruction is not occurring for all students at its most rigorous state for all populations. **Root Cause:** Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 5: 10% of Emergent Bilingual students meeting Math standards at grade level **Root Cause:** Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 6: 15% of Special Education students meeting Math standards at grade level. **Root Cause:** Tier 1 instruction is not occurring for all students.

School Processes & Programs

School Processes & Programs Summary

For the 2023/2024 school year, JTS continued restructuring academic focuses around the building. In order to do this, we brought on additional district level instructional coaching staff and modified how and what teachers planned. PD was developed that codified the development of lesson plans across the campus and provided time for feedback from the campus leadership team. Teacher planning was also shifted so that there was a consistent planning time that grade levels could meet and plan together. Lesson plans were also made due, a week in advance so that any adjustments that are needed can be made before they are implemented.

Professional Learning Communities (PLCs) were scheduled during the school day through additional time being added to teacher planning periods. These were used to advance campus priorities and refine practices that had been previously introduced.

To address the need for teachers to further their ability to scaffold and differentiate instruction, additional professional development around check for understanding was introduced as a precursor activity for work that will continue in the 2024/2025 school year.

A campus wide plan was implemented during the 2022/2023 school year that blended all classes and created a campus wide applied learning program. Further development of the program has occurred during the 2023/2024 school year that include teachers modifying the existing curriculum to meet applied learning expectations. This practice continues to include professional development for all teaching staff and the blending of students to create one unified campus program.

School Processes & Programs Strengths

- implementation of full applied learning best practices
- blending of instructional classes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 2 (Prioritized): 69% of Emergent Bilingual students are also part of the opportunity group. **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Perceptions

Perceptions Summary

Currently JTS uses Restorative Practices and PBIS strategies. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at JTS are applied learning programs, Special Education, Gift and Talented, and Dyslexia. Currently, students in the applied learning program must apply through the district's Gold Seal Program of Choice. Students are able to enter this program only if they have completed this application. It is open to all students grades K through 5th.

Likewise, we have several special education programs and models at JTS. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. We also offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 14% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the MTSS process and/or parent referrals. When a student is referred for testing, the school counselor completes the paperwork with the needed academic information provided by the classroom teacher(s). Testing is completed by the special education department. Those individuals identified as having dyslexia are provided 504 services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 7% of our students identified as dyslexic and who receives supports through 504 or SPED services

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews and nominates testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 11% of our students participating in GT services.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLC time to plan specific plans that focuses on Mastery of

Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation (TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice, Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at JTS.

The SBDM expressed that JTS is becoming a nurturing environment with positive experiences for the students because of the many different opportunities available. The number of teachers that connect with students and their families have also increased. They also mentioned the strong PTA support that directly contributes to the students and staff.

Perceptions Strengths

- instruction and activities on campus are student-centered
- creation of SEL systems for all students to access

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 58% of African American students are At-Risk. **Root Cause:** Student groups have not been intentionally identified and prioritized for Tier 1 instruction.

Problem Statement 2: 67% of Hispanic students are At-Risk **Root Cause:** Student groups have not been intentionally identified and prioritized for Tier 1 instruction.

Problem Statement 3: 16% of gifted and talented students are African American **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

Problem Statement 4: 26% of gifted and talented students are Hispanic **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

Problem Statement 5: 58% of gifted and talented students are White **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

Priority Problem Statements

Problem Statement 1: 68% of students with ten or more absences are in PK-2nd Grade.

Root Cause 1: Parents do not see the importance of attendance in lower grades compared to upper grades.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth).

Root Cause 2: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 69% of Emergent Bilingual students are also part of the opportunity group.

Root Cause 3: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 66% of students with ten or more absences are At-Risk.

Root Cause 4: The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 43% of students with ten or more absences are African American.

Root Cause 5: The campus has not placed a priority on encouraging specific groups of students to attend school regularly.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 27% of African American students meeting Reading standards at grade level.

Root Cause 6: Tier 1 instruction is not occurring for all students at its most rigorous state for all populations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 58% of African American students are At-Risk.

Root Cause 7: Student groups have not been intentionally identified and prioritized for Tier 1 instruction.

Problem Statement 7 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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Revised/Approved: January 31, 2025

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 81% to 85% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71% to 76% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use research based instructional strategies of the reading unit, and lesson internalization process, and the FWISD Instructional Framework process, PLC rubric to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Purchase an online reading program, such as Accelerated Reader, to help supplement student engagement and understanding in reading.</p> <p>Intended Audience: PK-5th Grade students</p> <p>Provider / Presenter / Person Responsible: Librarian, Principal, Campus Instructional Coach, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Literach, Education Technology</p> <p>Delivery Method: Online</p> <p>Funding Sources: Accelerated Reader Program - TITLE I (211) - 211-11-6329-04E-187-30-510-000000-25F10 - \$7,600</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly CTM meetings that follow the PLC rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</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:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |
| <p>Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 66% by May 2025.

Increase the percentage of Emergent Bilingual students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English on our campus (gender, race, program, other) from 27% to 47% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the research based instructional strategies and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Purchase an online reading program, such as Accelerated Reader, to help supplement student engagement and understanding in reading.</p> <p>Intended Audience: PK-5th Grade students</p> <p>Provider / Presenter / Person Responsible: Librarian, Principal, Campus Instructional Coach, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Literach, Education Technology</p> <p>Delivery Method: Online</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Strategy 2: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1

instruction ensuring research based instructional strategies are implemented and analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly CTM meetings that follow the PLC Rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instrucitonal Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 3 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers. Intended Audience: Instructional Staff Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month) Collaborating Departments: MTSS, Student Support Services Delivery Method: Direct during monthly MTSS meetings | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> <p>Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 65% by May 2025.

Increase the percentage of Hispanic students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 60% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit, research based instructional strategies and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Purchase an online reading program, such as Accelerated Reader, to help supplement student engagement and understanding in reading. Intended Audience: PK-5th Grade students Provider / Presenter / Person Responsible: Librarian, Principal, Campus Instructional Coach, Assistant Principal Date(s) / Timeframe: August 2024 Collaborating Departments: Literach, Education Technology Delivery Method: Online | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 2: Purchase classroom supplies for teachers to use to supplement instruction.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Secretary, Principal</p> <p>Date(s) / Timeframe: September 2024, January 2025</p> <p>Collaborating Departments: Purchasing</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Classroom supplies and materials - TITLE I (211) - 211-11-6399-04E-187-30-510-000000-25F10 - \$5,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Purchase library books for campus circulation</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: librarian</p> <p>Date(s) / Timeframe: August - October 2024</p> <p>Collaborating Departments: library</p> <p>Delivery Method: N/A</p> <p>Funding Sources: library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-187-99-313-000000- - \$5,000</p> | Formative | | Summative | |
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| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Purchase counseling supplies for students and family support.</p> <p>Intended Audience: students, parents</p> <p>Provider / Presenter / Person Responsible: counselor</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: counseling</p> <p>Delivery Method: N/A</p> <p>Funding Sources: materials and supplies for counseling services - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-187-99-313-000000- - \$1,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 5 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 5: Purchase supplemental materials for special education students. Intended Audience: Special Education Students Provider / Presenter / Person Responsible: Instructional Staff Date(s) / Timeframe: August - October 2024 Collaborating Departments: SPED Delivery Method: N/A Funding Sources: supplemental reading materials - SPED (199 PIC 23) - \$2,236 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 6 Details | Reviews | | | |
| Action Step 6: Purchase reading materials for emergent bilingual students Intended Audience: EB Students Provider / Presenter / Person Responsible: LPAC, ESL Literacy Teachers Date(s) / Timeframe: August - October 2024 Collaborating Departments: ESL Delivery Method: N/A Funding Sources: Spanish reading materials - BEA (199 PIC 25) - 199-11-6329-001-187-25-313-000000 - \$323 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 7 Details | Reviews | | | |
| Action Step 7: Purchase supplemental reading materials for at-risk students Intended Audience: at-risk students Provider / Presenter / Person Responsible: Instructional Staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Literacy Delivery Method: N/A Funding Sources: supplemental reading materials - SCE (199 PIC 24) - 199-11-6329-001-187-24-313-000000- - \$2,003 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly CTM meetings that follow the PLC Rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 81% to 86% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71% to 76% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Purchase supplemental math materials to support differentiated instruction and scaffolding for at risk students.</p> <p>Intended Audience: Math Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: N/A</p> <p>Funding Sources: supplemental math materials - SCE (199 PIC 24) - 199-11-6399-001-187-24-313-000000- - \$2,002</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly PLC meetings that follow the PLC Cycle with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instrucitonal Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers. Intended Audience: Instructional Staff Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month) Collaborating Departments: MTSS, Student Support Services Delivery Method: Direct during monthly MTSS meetings | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> <p>Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from xx% to xx% by May 2025.

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

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the research based instructional strategies and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 1: Purchase supplemental math materials to support differentiated instruction and scaffolding for all students. Intended Audience: Math Instructional Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: August 2024 Collaborating Departments: Math Delivery Method: N/A | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly CTM meetings that follow the PLC rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instrucitonal Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 53% to 63% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 59% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Purchase supplemental math materials to support differentiated instruction and scaffolding for all students. Intended Audience: Math Instructional Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: August 2024 Collaborating Departments: Math Delivery Method: N/A | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 2: Purchase supplemental math materials and supplies for special education students. Intended Audience: special education students Provider / Presenter / Person Responsible: Special Education Teachers Date(s) / Timeframe: August - October 2024 Collaborating Departments: SPED Delivery Method: N/A Funding Sources: supplemental math materials and supplies - SPED (199 PIC 23) - \$2,235 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Strategy 2: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Hold weekly PLC meetings that follow the PLC Cycle with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons. Intended Audience: Instrucitonal Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff Date(s) / Timeframe: August 2024-May 2025 (weekly) Collaborating Departments: Literacy, Math, Science, Social Studies Delivery Method: Direct during weekly PLC time. | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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 3 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |
| <p>Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</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 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 38% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 20% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of research based instructional strategies and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices.</p> <p>Intended Audience: Students, Stakeholders</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Literacy, Early Learning, Math</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Teacher Assistant - TITLE I (211) - 211-11-6129-04E-187-30-510-000000-25F10 - \$26,895.20</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Purchase an online reading program, such as Accelerated Reader, to help supplement student engagement and understanding in reading.</p> <p>Intended Audience: PK-5th Grade students</p> <p>Provider / Presenter / Person Responsible: Librarian, Principal, Campus Instructional Coach, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Literach, Education Technology</p> <p>Delivery Method: Online</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and plan monthly Saturday Academic Camps or after school tutoring for students that need supplemented instruction.</p> <p>Intended Audience: 3rd-5th grade students</p> <p>Provider / Presenter / Person Responsible: identified instructional staff</p> <p>Date(s) / Timeframe: September 2024-May 2025 (one Saturday per month)</p> <p>Collaborating Departments: Literacy, Math</p> <p>Delivery Method: direct instruction to students.</p> <p>Funding Sources: extra duty pay for teachers - TITLE I (211) - 211-11-6116-04E-187-30-510-000000-25F10 - \$5,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| <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: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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


- ESF Levers:


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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| <p>Action Step 1: Hold weekly CTM meetings that follow the PLC rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly PLC time.</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
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| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| <p>Action Step 4: Provides Extra duty pay for teacher planning sessions each six weeks.</p> <p>Intended Audience: Instructional staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025 (each six weeks)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Planning days</p> <p>Funding Sources: substitutes - UNDISTRIBUTED (199 PIC 99) - 199-12-6112-XXX-187-99-313-000000- - \$5,390</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. **Root Cause:** Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 31% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 20% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of research based instructional strategies, lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Purchase supplemental math materials to support differentiated instruction and scaffolding for all students. Intended Audience: Math Instructional Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: August 2024 Collaborating Departments: Math Delivery Method: N/A Funding Sources: Supplemental Math materials - TITLE I (211) - 211-11-6399-04E-187-30-510-000000-25F10 - \$300 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 2: Purchase Maker Space materials for G/T students. Intended Audience: G/T Students Provider / Presenter / Person Responsible: Librarian, Principal, Assistant Principal Date(s) / Timeframe: August-September 2024 Collaborating Departments: STEM Delivery Method: N/A Funding Sources: Maker Space materials - GT (199 PIC 21) - \$722 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Strategy 2: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: ncrease the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|---|------------------|------------|------------------|-------------|
| Action Step 1: Hold weekly CTM meetings that follow the PLC rubric with a primary focus on DDI, data desegregation, and teacher role play of upcoming lessons. Intended Audience: Instrucitonal Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff Date(s) / Timeframe: August 2024-May 2025 (weekly) Collaborating Departments: Literacy, Math, Science, Social Studies Delivery Method: Direct during weekly PLC time. | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| <p>Action Step 2: Create and implement a coaching cycle for all teachers to improve and close the feedback loop.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Campus Instructional Coach, District Departmental Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (weekly during established coaching time)</p> <p>Collaborating Departments: Literacy, Math, Science, Social Studies</p> <p>Delivery Method: Direct during weekly established coaching meetings</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Create and implement a monthly MTSS process that includes progress monitoring checks with teachers.</p> <p>Intended Audience: Instructional Staff</p> <p>Provider / Presenter / Person Responsible: Counselor, Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025 (last Friday of each month)</p> <p>Collaborating Departments: MTSS, Student Support Services</p> <p>Delivery Method: Direct during monthly MTSS meetings</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:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: 37% of all students are part of the campus Opportunity Group (bottom 25th percentile in achievement and growth). Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</p> |
| <p>Problem Statement 2: 69% of Emergent Bilingual students are also part of the opportunity group. Root Cause: Tier 1 instruction has not been prioritized over remediation on campus causing gaps to form between grade levels.</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 21% to 10% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 15% by May 2025.

Strategy 1: Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

Strategy's Expected Result/Impact: decrease excessive absences

Staff Responsible for Monitoring: Student Support Team, Attendance Committee

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 6

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Create and implement a campus store and economic system for students to earn and spend based on attendance, academics, and behavior</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Staff, Campus Support Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (monthly)</p> <p>Collaborating Departments: Purchasing</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Student incentives for attendance, academics and behavior - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-187-99-313-000000- - \$1,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 2: Bring data clerk in during the summer to help with student registration. Intended Audience: parents, students Provider / Presenter / Person Responsible: Data Clerk Date(s) / Timeframe: August 2024 Collaborating Departments: SIS Delivery Method: N/A | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Purchase general supplies for campus use Intended Audience: Campus Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, Secretary Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Purchasing Delivery Method: N/A Funding Sources: general supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-187-11-313-000000- - \$12,390 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Strategy 2: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: decrease excessive absences

Staff Responsible for Monitoring: Student Support Team, Attendance Committee

Title I:

4.1, 4.2





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 6

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------------|-------------|
| Action Step 1: Hold Family Literacy Night during the Fall and Spring semester in conjunction with parent/student data meetings. Intended Audience: parents, students Provider / Presenter / Person Responsible: Instructional Staff Date(s) / Timeframe: October 2024, March 2024 Collaborating Departments: Literacy Delivery Method: N/A | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Hold Family Math/STEM Night during the Spring semester in conjunction with a family outreach event and PTA Intended Audience: parents, students Provider / Presenter / Person Responsible: Instructional Staff Date(s) / Timeframe: February 2024 Collaborating Departments: Math Delivery Method: N/A Funding Sources: Contract with museum for STEM night - TITLE I (211) - 211-61-6299-04L-187-30-510-000000-25F10 - \$800 | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 6: 68% of students with ten or more absences are in PK-2nd Grade. Root Cause: Parents do not see the importance of attendance in lower grades compared to upper grades. |

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 3% to 1% by May 2025.

Strategy 1: Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

Strategy's Expected Result/Impact: decrease excessive absences

Staff Responsible for Monitoring: Student Support Team, Attendance Committee

Title I:

4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 6

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Create and implement a campus store and economic system for students to earn and spend based on attendance, academics, and behavior</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Staff, Campus Support Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025 (monthly)</p> <p>Collaborating Departments: Purchasing</p> <p>Delivery Method: N/A</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Strategy 2: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: decrease excessive absences

Staff Responsible for Monitoring: Student Support Team, Attendance Committee

Title I:

4.1, 4.2

- TEA Priorities:


Recruit, support, retain teachers and principals

- ESF Levers:


Lever 3: Positive School Culture

Problem Statements: Demographics 6


| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Implement Quarterly family outreach programs that bring families on campus to engage with the community.</p> <p>Intended Audience: parents, students</p> <p>Provider / Presenter / Person Responsible: campus staff</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Community Relations</p> <p>Delivery Method: N/A</p> <p>Funding Sources: supplies and materials for monthly outreach programs - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-187-30-510-000000-25F10 - \$826, food for monthly outreach programs - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-187-30-510-000000-25F10 - \$826</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 6: 68% of students with ten or more absences are in PK-2nd Grade. Root Cause: Parents do not see the importance of attendance in lower grades compared to upper grades.</p> |

Campus Funding Summary

| TITLE I (211) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|---|---|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | Accelerated Reader Program | Reading materials & Software for classroom use | 211-11-6329-04E-187-30-510-000000-25F10 | \$7,600.00 |
| 1 | 3 | 1 | 2 | Classroom supplies and materials | Supplies and materials for instructional use | 211-11-6399-04E-187-30-510-000000-25F10 | \$5,000.00 |
| 3 | 1 | 1 | 1 | Teacher Assistant | Title I Teacher Assistant | 211-11-6129-04E-187-30-510-000000-25F10 | \$26,895.20 |
| 3 | 1 | 1 | 3 | extra duty pay for teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04E-187-30-510-000000-25F10 | \$5,000.00 |
| 3 | 2 | 1 | 1 | Supplemental Math materials | Supplies and materials for instructional use | 211-11-6399-04E-187-30-510-000000-25F10 | \$300.00 |
| 4 | 1 | 2 | 2 | Contract with museum for STEM night | Family Engagement Contracted Services/ Family Science Night | 211-61-6299-04L-187-30-510-000000-25F10 | \$800.00 |
| Sub-Total | | | | | | | \$45,595.20 |
| Budgeted Fund Source Amount | | | | | | | \$45,595.20 |
| +/- Difference | | | | | | | \$0.00 |
| FAMILY ENGAGEMENT (211) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 2 | 2 | 1 | supplies and materials for monthly outreach programs | Supplies and materials for parental involvement | 211-61-6399-04L-187-30-510-000000-25F10 | \$826.00 |
| 4 | 2 | 2 | 1 | food for monthly outreach programs | Snacks for parents to promote participation | 211-61-6499-04L-187-30-510-000000-25F10 | \$826.00 |
| Sub-Total | | | | | | | \$1,652.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,652.00 |
| +/- Difference | | | | | | | \$0.00 |

| BASIC (199 PIC 11) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|--|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 1 | 3 | general supplies | INSTRUCTION GENERAL SUPPLIES | 199-11-6399-XXX-187-11-313-000000- | \$12,390.00 |
| Sub-Total | | | | | | | \$12,390.00 |
| Budgeted Fund Source Amount | | | | | | | \$12,390.00 |
| +/- Difference | | | | | | | \$0.00 |
| GT (199 PIC 21) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 3 | 2 | 1 | 2 | Maker Space materials | GENERAL SUPPLIES | | \$722.00 |
| Sub-Total | | | | | | | \$722.00 |
| Budgeted Fund Source Amount | | | | | | | \$722.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 5 | supplemental reading materials | OTHER READING MATERIALS | | \$2,236.00 |
| 2 | 3 | 1 | 2 | supplemental math materials and supplies | INSTRUCTIONAL MATERIALS | | \$2,235.00 |
| Sub-Total | | | | | | | \$4,471.00 |
| Budgeted Fund Source Amount | | | | | | | \$4,471.00 |
| +/- Difference | | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 7 | supplemental reading materials | Reading materials for classroom use | 199-11-6329-001-187-24-313-000000- | \$2,003.00 |
| 2 | 1 | 1 | 1 | supplemental math materials | Supplies and materials for instructional use | 199-11-6399-001-187-24-313-000000- | \$2,002.00 |
| Sub-Total | | | | | | | \$4,005.00 |
| Budgeted Fund Source Amount | | | | | | | \$4,005.00 |
| +/- Difference | | | | | | | \$0.00 |

| BEA (199 PIC 25) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|---|--|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 6 | Spanish reading materials | Reading materials - instruction | 199-11-6329-001-187-25-313-000000 | \$323.00 |
| Sub-Total | | | | | | | \$323.00 |
| Budgeted Fund Source Amount | | | | | | | \$323.00 |
| +/- Difference | | | | | | | \$0.00 |
| UNDISTRIBUTED (199 PIC 99) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 3 | library books | INSTRCTNL RES/MED SVCS OTHER READING MATERIALS | 199-12-6329-XXX-187-99-313-000000- | \$5,000.00 |
| 1 | 3 | 1 | 4 | materials and supplies for counseling services | GUIDANCE & COUNSELING SVC GENERAL SUPPLIES | 199-31-6399-XXX-187-99-313-000000- | \$1,000.00 |
| 3 | 1 | 2 | 4 | substitutes | INSTRCTNL RES/MED SVCS SUBS - PROFESSIONAL | 199-12-6112-XXX-187-99-313-000000- | \$5,390.00 |
| 4 | 1 | 1 | 1 | Student incentives for attendance, academics and behavior | COMMUNITY SERVICES GENERAL SUPPLIES | 199-61-6399-XXX-187-99-313-000000- | \$1,000.00 |
| Sub-Total | | | | | | | \$12,390.00 |
| Budgeted Fund Source Amount | | | | | | | \$12,390.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$81,548.20 |
| Grand Total Spent | | | | | | | \$81,548.20 |
| +/- Difference | | | | | | | \$0.00 |

Policies, Procedures, and Requirements

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

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