

**Fort Worth Independent School District**  
**216 Woodway Elementary School**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

To empower students to become prepared life-long learners and productive problem solvers through diverse, enriched, and differentiated learning experiences that will positively affect their communities and provide opportunities to compete globally.

## **Vision**

Woodway Elementary strives to develop Partnerships with parents, community members, and all other stakeholders in order to continuously provide high quality education that reaches all students.

## **Value Statement**

We are responsible learners.

We are prepared to learn.

We are respectful and kind.

Today...

We will treat others as we want to be treated, do more than we have to do, and work to become lifelong learners.

We are the Woodway Wildcat Family!

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# Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

## Demographics

### Demographics Summary

Woodway Elementary serves in the Southwest Fort Worth sector providing PK-5, Dual-Language and Regular Program. Woodway Elementary has a high mobility rate and currently has an enrollment of 512 students, down slightly from the previous year. We have seen a significant increase in our Dual-Language classrooms as we are seeing significant arrivals of newcomer Spanish-speaking families to Fort Worth. Woodway Elementary student demographics are as follows: Hispanic-57%, African American-38%, Caucasian, Asian and 2 or more-5%. Woodway Elementary has 25 teachers of which 23 are female teachers and 2 teachers are male. Woodway Elementary has 7 Teacher Assistants of which 5 are female, and 2 are male.

### Demographics Strengths

Woodway Elementary has seen significant growth in parental involvement for the 2023-24 school year. Due to the launch of ongoing family and community events, we have seen great participation of families in campus-wide events. Events such as the campus picnic, taste of Woodway and Christmas concert brought out large numbers of parents and students. With the relaxation of COVID restrictions, many families were very eager to return to campus events. The launch of the PTO has brought amazing partnership to the stakeholders of Woodway Elementary. PTO has strongly supported all campus events including hosting a spring dance that was a major success. The partnership between PTO and Woodway Elementary has been invaluable.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** African American students account for 90% of OSS. **Root Cause:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

**Problem Statement 2:** 92% of students with 10 or more referrals are African American. **Root Cause:** More support and training on de-escalation and behavior interventions needed for African American students.

# Student Learning

## Student Learning Summary

Woodway Elementary has leveraged Professional learning weekly through horizontal planning. Focus is on standards alignment, design of assessment, analysis of student work and planning and practicing critical components of upcoming lessons. Teachers have shown great growth in understanding and unpacking state standards in order to deliver highly rigorous lessons aligned to state standards.

## Student Learning Strengths

Woodway Elementary has implemented weekly progress monitor checkpoints to gauge student progress on specific state standards. All grade levels began designing and using curriculum resources for weekly small checkpoint assessments. These assessments have been used to identify targeted areas of support for reteach as well as small group targeted instruction. We have also used MAP data to identify down to the individual student, their areas of strengths and areas of weakness so that targeted interventions are aligned to the students' areas of improvement.

PLC's have been a rich resource for collaboration and identification of key student outcomes, misconceptions and best instructional practices. PLC's also have been utilized to analyze data including student work in an effort to identify gaps in understanding or processes. PLC's have also been utilized as a time for teachers to execute portions of lesson practice prior to delivering instruction to students.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**Problem Statement 2 (Prioritized):** EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**Problem Statement 3:** EOY Spanish Reading data shows that a large population of students are performing in the lowest quintile Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 43% of students met EOY growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

# School Processes & Programs

## School Processes & Programs Summary

Woodway Elementary is a collaborative and learning community. We will continue to deepen our professional learning through giving instructional leaders opportunities to collaborate and discuss best practices. Our teachers and support staff are fully vested in student achievement. Our highest priority is delivering high-impact learning experiences that yield high student outcomes.

## School Processes & Programs Strengths

Instructional processes and systems were implemented in the 2023-24 school year focused on quality delivery of instruction, student data and goal setting. The PLC framework was revised from the input and efforts of administrators and teachers. A framework consisted of established norms and goals of what professional learning should look like and consist of in order to be effective. Weekly horizontal (grade level) PLC's occurred once weekly in which teams looked at the upcoming week's instruction. The following were key takeaways and products of professional learning:

- Scope and Sequence
- Lesson and Unit Internalization
- Differentiation of Amplify and Eureka
- Standard Alignment
- Instructional Delivery and best practices
- Student misconceptions
- Analyze student work
- Analysis of assessment and teacher exemplar

Vertical PLC's occurred less frequently but yielded even higher amounts of collaboration and expertise and alignment of standards.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Attendance for all grade levels averaged below 95% for the 2023-224 school year. **Root Cause:** Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

**Problem Statement 2 (Prioritized):** African American students account for 90% of OSS. **Root Cause:** There are gaps in perceptions of the needs of African American male

students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

# Perceptions

## Perceptions Summary

Staff and parent surveys sent out anonymously show a high level of positive campus culture and family engagement. Surveys reflect a high positivity towards campus beliefs and positive culture. Parents are highly active and involved in family engagement activities and campus events. The 2023-24 has been an amazing year for parents to have an opportunity to engage with campus events with less restrictions as in previous years. Staff retention remained around 80% from the previous year.

## Perceptions Strengths

Parent and staff surveys sent out anonymously strongly support a high satisfaction with Woodway Elementary school.

Staff survey with the highest favorable responses went to the following indicators:

- I feel supported to do my job daily
- Campus procedures are clear and efficient
- I receive relevant feedback on how I can improve my performance
- Parents are given opportunities to partner with the school
- Campus communication is clear. I am aware of expectations.
- I feel safe approaching my campus administrators with problems or concerns
- I would recommend Woodway Elementary to a colleague as a great place to work
- Most students enjoy coming to school daily
- Staff at Woodway treat each other with respect

Parent surveys indicators with the highest favorable responses are as follows:

- My child wants to go to school most days
- Woodway Elementary has a positive school culture
- I am kept informed of campus events and major communications
- My child's teacher keeps me informed of my child's academic progress and needs
- Woodway Elementary provides a safe and nurturing environment for my child



- I feel safe and welcome to bring concerns or problems to the campus principal or assistant principal
- I would recommend Woodway Elementary to other friend's and family
- Woodway Elementary provides ongoing family and community events

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 92% of students with 10 or more referrals are African American. **Root Cause:** More support and training on de-escalation and behavior interventions needed for African American students.

# Priority Problem Statements

**Problem Statement 1:** African American students account for 90% of OSS.

**Root Cause 1:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs

**Problem Statement 2:** EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target

**Root Cause 2:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target

**Root Cause 3:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Attendance for all grade levels averaged below 95% for the 2023-224 school year.

**Root Cause 4:** Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- 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-P ESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: May 1, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83% to 90% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 80% by May 2025.

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

**Strategy 1:** Monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Circle Phonological skills and indicators.

**Strategy's Expected Result/Impact:** Increases the percentage of students who score on track on key phonological awareness indicators in English and Spanish.

**Staff Responsible for Monitoring:** PK Teachers, AP and literacy Specialist

### Title I:

2.6

#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 100% of all PK teachers will use informal and formal assessments to weekly track key phonological awareness indicators from Circle CLI. <b>Intended Audience:</b> PKTeachers, CLT. <b>Provider / Presenter / Person Responsible:</b> PK Teachers Literacy Coach and AP <b>Date(s) / Timeframe:</b> Weekly Progress Monitoring. Weekly PLC. <b>Collaborating Departments:</b> Early literacy dept <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> UA - TITLE I (211) - 211-11-6399-04E-216-30-510-000000-25F10 - \$42,457	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target <b>Root Cause:</b> Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**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 58% to 70% by May 2025.  
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 52% 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) from 50% to 70 % by May 2025.

**Strategy 1:** ELAR/SLAR teachers will participate in ongoing PD for Science of Teaching Reading and foundational literacy development

**Strategy's Expected Result/Impact:** 70% of K-3 students will be on or above target for MAP Fluency

**Staff Responsible for Monitoring:** Reading Interventionist  
Assistant Principal

**Title I:**  
2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> K-3 RLA teachers will participate in ongoing professional development and coaching on science of teaching reading and foundational literacy skills. <b>Intended Audience:</b> K-3 RLA Teachers <b>Provider / Presenter / Person Responsible:</b> AP <b>Date(s) / Timeframe:</b> Ongoing Weekly PLC Vertical PLC <b>Collaborating Departments:</b> Early Literacy <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-216-11-313-000000- - \$6,000, Instructional Technology - BASIC (199 PIC 11) - 199-11-6396-XXX-216-11-313-000000- - \$3,300		Formative		Summative	
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.



**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 42% to 70% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 53% to 70% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 70% by May 2025.

**Strategy 1:** K-5 RLA teachers will participate in ongoing PLC's, collaborative classrooms and learning walks focused on execution of daily effective reading language arts instruction including:

Fluency

Phonetic awareness

Phonemes

Fluency

Reading Comprehension

Writing

**Strategy's Expected Result/Impact:** 70% of students will be on or above grade level on MAP EOY assessment

**Staff Responsible for Monitoring:** Reading Interventionist

AP

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> K-5 RLA teachers will have PLC and PD twice per 6 weeks including learning walks and teacher peer observations. <b>Intended Audience:</b> K-5 RLA Teachers <b>Provider / Presenter / Person Responsible:</b> AP Principal <b>Date(s) / Timeframe:</b> Twice per 6 Weeks <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Instruction/General Supplies - SCE (199 PIC 24) - 199-11-6399-001-216-24-313-000000- - \$5,820	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Strategy 2:** Assigned SPED students will have Accelerated Intervention Plan (AIP) and daily intervention pullout





**Strategy's Expected Result/Impact:** Increase percentage of students meeting MAP Growth Reading targets by 10%

**Staff Responsible for Monitoring:** Principal  
SPED Teachers

**TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create Accelerated Intervention Plan (AIP) for all SPED students who did not meet their MAP Reading Growth Goals. Students will participate in daily intervention. <b>Intended Audience:</b> SPED students not meeting EOY MAP Reading Growth Target <b>Provider / Presenter / Person Responsible:</b> Principal SPED Resource/Inclusion Teachers <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> SPED <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General Supplies - SPED (199 PIC 23) - \$1,609	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 3:** EB students will have progress monitoring and Linguistic Support Plans to monitor progress in Reading and Writing Supports

**Strategy's Expected Result/Impact:** Increase MAP Reading Spanish Growth from 52% to 70% of students meeting projected growth

**Staff Responsible for Monitoring:** DL Teachers  
Principal

**TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> All EB students who are at a beginning, intermediate or regressed on TELPAS will have a targeted intervention plan and progress monitoring including small group instruction <b>Intended Audience:</b> EB students performing at beginning, intermediate or regressed on TELP{AS <b>Provider / Presenter / Person Responsible:</b> DL Teachers <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> DL <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General Supplies - BEA (199 PIC 25) - 199-11-6399-001-216-25-313-000000 - \$1,298	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 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 PK students who score On Track on Circle Math from 97% to 100% 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 79% to 90% by May 2025.

**Strategy 1:** Continue to monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Math skills and indicators.

**Strategy's Expected Result/Impact:** Increases the percentage of students who score on track on key math indicators in English and Spanish.

**Staff Responsible for Monitoring:** PK Teachers  
IC

**ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 100% of all PK teachers will use informal and formal assessments to weekly track key phonological awareness indicators from Circle CLI. <b>Intended Audience:</b> PK Teachers <b>Provider / Presenter / Person Responsible:</b> Principal IC <b>Date(s) / Timeframe:</b> August 2024- May 2025 <b>Collaborating Departments:</b> Early Childhood Math Department <b>Delivery Method:</b> face to face		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

**Performance Objective 1 Problem Statements:**

Student Learning

**Problem Statement 2:** EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 50% 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) from 50% to 70% by May 2025.

**Strategy 1:** Kindergarten teachers will use a weekly progress monitoring checkpoint to track student progress.

**Strategy's Expected Result/Impact:** 80% of students will show mastery of weekly progress monitoring check.

**Staff Responsible for Monitoring:** Kindergarten teachers  
IC  
Principal

**Title I:**  
2.4, 2.6

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Kindergarten teachers will develop weekly checkpoint assessments and track student performance weekly aligned to essential math standards <b>Intended Audience:</b> Kinder students <b>Provider / Presenter / Person Responsible:</b> Kinder teachers <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face to face	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning

**Problem Statement 2:** EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 51% 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) from 48% to 70% by May 2025.

**Strategy 1:** K-5 Math teachers will participate in ongoing PD, coaching, learning walks and collaborative classrooms.

**Strategy's Expected Result/Impact:** 70% of students will perform at 60% or higher on EOY MAP Growth Assessment

**Staff Responsible for Monitoring:** IC  
Principal

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers will participate in vertical math PD and training twice per 6 weeks through PLC or campus PD times. <b>Intended Audience:</b> K-5 Math teachers <b>Provider / Presenter / Person Responsible:</b> IC Principal <b>Date(s) / Timeframe:</b> Twice per 6 weeks September 2024-May 2025 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face to face		<b>Formative</b>		<b>Summative</b>	
		<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

**Strategy 2:** Math interventionist will work with target students based on MAP data through. Students will get pulled 2-3 times weekly during campus intervention/acceleration block.

**Strategy's Expected Result/Impact:** 70% of students will perform at 60% or higher on EOY MAP Math Growth Assessment.

**Staff Responsible for Monitoring:** IC  
Principal

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Math interventionist will pull assigned students daily to target key math skills based on MAP data. <b>Intended Audience:</b> Students performing in 41-59% on MAP (K-5) <b>Provider / Presenter / Person Responsible:</b> Math Interventionist IC Principal <b>Date(s) / Timeframe:</b> September 2024-April 2023 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face to face pullout  <b>Funding Sources:</b> Part Time Math Interventionist - BASIC (199 PIC 11) - 199-11-6219-XXX-216-11-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Strategy 3:** Assigned SPED students will have Accelerated Intervention Plan (AIP) and daily intervention pullout

**Strategy's Expected Result/Impact:** Increase percentage of students meeting MAP Growth Math targets by 10%

**Staff Responsible for Monitoring:** Principal  
SPED Resource/Inclusion Teacher

**ESF Levers:**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Assigned SPED students will have Accelerated Intervention Plans that include daily intervention supports. <b>Intended Audience:</b> SPED students not meeting EOY MAP Math Growth target. <b>Provider / Presenter / Person Responsible:</b> Principal SPED Resource/Inclusion Teacher <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> SPED <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General Supplies - SPED (199 PIC 23) - \$1,600	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target <b>Root Cause:</b> Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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 31% to 50% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 50% by May 2025.

Strategy 1: Daily Acceleration Pullout Groups

**Strategy's Expected Result/Impact:** Increase percentage of students performing at Meets or above on STAAR Reading Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

**Staff Responsible for Monitoring:** Principal  
GT

**TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Advanced and GT students will participate in daytime acceleration and pullout groups for enrichment and project based learning <b>Intended Audience:</b> Students performing at 70% and up on MAP Growth. <b>Provider / Presenter / Person Responsible:</b> Acceleration Pullout Assistant TA GT <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> GT <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General Supplies - GT (199 PIC 21) - \$756		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					



Strategy 2: Daily intervention pullouts for Reading

**Strategy's Expected Result/Impact:** Increase percentage of students performing at Meets or above on STAAR Reading Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

**Staff Responsible for Monitoring:** AP  
Reading Interventionist

**TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Target students will receive daily reading intervention <b>Intended Audience:</b> Students in 41-60% on MAP Growth Reading <b>Provider / Presenter / Person Responsible:</b> Reading Interventionist <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Contract Services-Reading Interventionist - UNDISTRIBUTED (199 PIC 99) - 199-12-6299-XXX-216-99-313-000000- - \$5,500	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target <b>Root Cause:</b> Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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 23% to 50% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 50% by May 2025.

Strategy 1: Daily Math Intervention pullouts

**Strategy's Expected Result/Impact:** Increase percentage of students performing at Meets or above on STAAR Math Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

**Staff Responsible for Monitoring:** Principal  
IC  
Math Interventionist

**TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Daily intervention pullout groups <b>Intended Audience:</b> Students performing between 41-60% on MAP Math Growth <b>Provider / Presenter / Person Responsible:</b> Math Interventionist <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Delivery Method:</b> Face to Face		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning

**Problem Statement 2:** EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

**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 24.7% 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 27% to 10% by May 2025.

**Strategy 1:** Attendance Awards and Incentives Occur each 6 weeks

**Strategy's Expected Result/Impact:** School Attendance goal is 97%.  
**Staff Responsible for Monitoring:** FES  
Attendance Committee  
Counselor  
Principal

**Title I:**  
2.5  
**- ESF Levers:**  
Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Have attendance awards and incentives each 6 weeks including a perfect attendance prize drawing. <b>Intended Audience:</b> All students (K-5) <b>Provider / Presenter / Person Responsible:</b> Counselor FES <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Delivery Method:</b> Family Engagement  <b>Funding Sources:</b> Attendance Drawing Incentives - TITLE I (211) - 211-11-6499-04E-216-30-510-000000-25F10 - \$1,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					



**Strategy 2:** SART Meetings will incorporate strategic planning with families and incorporate community resources to support parents with ensuring high attendance levels.

**Strategy's Expected Result/Impact:** Decrease chronic absenteeism by 20%

**Staff Responsible for Monitoring:** FES  
Attendance Clerk  
Principal

**Title I:**  
4.1  
**- ESF Levers:**  
Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> SART Meetings will incorporate strategic planning with families and incorporate community resources to support parents with ensuring high attendance levels. <b>Intended Audience:</b> Parents of students with chronic absenteeism <b>Provider / Presenter / Person Responsible:</b> FES <b>Date(s) / Timeframe:</b> October 2024-February 2025 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Community Partners and Resources - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-216-30-510-000000-25F10 - \$3,030	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Attendance for all grade levels averaged below 95% for the 2023-224 school year. <b>Root Cause:</b> Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

**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:** Increase positive response by students to the learning environment on the district's climate survey from \_\_% to \_\_% by May 2025.

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

**Strategy 1:** All staff at Woodway will participate in ongoing Restorative Practice PD and de-escalation strategies.

**Strategy's Expected Result/Impact:** Campus discipline referrals will show a decrease of 20% or more especially amongst African American students

**Staff Responsible for Monitoring:** Counselor  
Assistant Principal  
Principal

**Title I:**  
2.6, 4.2  
**- TEA Priorities:**  
Recruit, support, retain teachers and principals  
**- ESF Levers:**  
Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Staff will participate in ongoing PD on Restorative Discipline and de-escalation training at least once per 6 weeks. <b>Intended Audience:</b> Teachers TA's <b>Provider / Presenter / Person Responsible:</b> Counselor AP Principal <b>Collaborating Departments:</b> SEL Student Support Services <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Staff PD - UNDISTRIBUTED (199 PIC 99) - 199-13-6239-XXX-216-99-313-000000- - \$5,000		Formative		Summative	
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** African American students account for 90% of OSS. **Root Cause:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

### School Processes & Programs

**Problem Statement 2:** African American students account for 90% of OSS. **Root Cause:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

**Goal 4:** Learning Environment (based on the BOE constraints)  
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6.5% to 3.0% by May 2025.



**Strategy 1:** Staff will participate in Book Study and ongoing PD on culturally responsive teaching.

**Strategy's Expected Result/Impact:** OSS for African American students will decrease by 20% for 2024-25 school year.

**Staff Responsible for Monitoring:** Counselor  
AP  
Principal

**ESF Levers:**  
Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Staff will participate in book study on Culturally Responsive Teaching with ongoing PD and coaching <b>Intended Audience:</b> Teachers TA <b>Provider / Presenter / Person Responsible:</b> Counselor AP Principal <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> SEL Student Support Services <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Professional Development and Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6329-XXX-216-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

**Strategy 2:** A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation

strategies.

**Strategy's Expected Result/Impact:** 20 % decrease in referrals from students with highest referral occurrences, especially African American Students.

**Staff Responsible for Monitoring:** Counselor  
AP  
Principal

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation strategies. <b>Intended Audience:</b> Tier 2 and 3 behavior students <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> SEL <b>Delivery Method:</b> face to face		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Strategy 3:** A structured mentor program will support students with pervasive discipline and behavior problems, including African American students.

**Strategy's Expected Result/Impact:** Decrease OSS and discipline referrals of African American students by 25%.

**Staff Responsible for Monitoring:** Counselor  
AP  
Principal

**Title I:**  
2.6  
**- ESF Levers:**  
Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Students with chronic behavior and discipline referrals, especially African American will participate in a structured Mentor Program. <b>Intended Audience:</b> Tier 3 Behavior Students <b>Provider / Presenter / Person Responsible:</b> Counselor FES AP Principal <b>Date(s) / Timeframe:</b> September 2024-May 2025 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Mentor Program Contracted Services - UNDISTRIBUTED (199 PIC 99) - 199-31-6299-XXX-216-99-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Strategy 4:** On Campus Intervention Specialist will provide daily supports to Tier 2 and 3 behavior students and their parents.

**Strategy's Expected Result/Impact:** Decrease suspension rate of African American students by a minimum of 25% from 23-24 school year.

**Staff Responsible for Monitoring:** OCI

AP  
Counselor  
Principal

**ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Intervention Specialist will work on campus supporting Tier 2 and 3 students as well as parents with resources for counseling and mental health. Intervention Specialist will also work with teachers on support strategies. <b>Intended Audience:</b> At Risk Behavior, Tier 2 and 3 students <b>Provider / Presenter / Person Responsible:</b> Intervention Specialist <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> SEL Student Support <b>Delivery Method:</b> Face to Facer  <b>Funding Sources:</b> Intervention Specialist - TITLE I (211) - 211-31-6119-04E-216-30-510-000000-25F10 - \$68,047	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> African American students account for 90% of OSS. <b>Root Cause:</b> There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.
School Processes & Programs
<b>Problem Statement 2:</b> African American students account for 90% of OSS. <b>Root Cause:</b> There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	UA	Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-25F10	\$42,457.00
4	1	1	1	Attendance Drawing Incentives	Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-25F10	\$1,000.00
4	3	4	1	Intervention Specialist	Title I Intervention Specialist	211-31-6119-04E-216-30-510-000000-25F10	\$68,047.00
Sub-Total							\$111,504.00
Budgeted Fund Source Amount							\$111,504.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Community Partners and Resources	Supplies and materials for parental involvement	211-61-6399-04L-216-30-510-000000-25F10	\$3,030.00
Sub-Total							\$3,030.00
Budgeted Fund Source Amount							\$3,030.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Instructional Technology	INSTRUCTION   TECHNOLOGY < \$5000	199-11-6396-XXX-216-11-313-000000-	\$3,300.00
1	2	1	1	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-216-11-313-000000-	\$6,000.00
2	3	2	1	Part Time Math Interventionist	INSTRUCTION   PROFESSIONAL SERVICES	199-11-6219-XXX-216-11-313-000000-	\$5,000.00
Sub-Total							\$14,300.00
Budgeted Fund Source Amount							\$14,300.00



BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	General Supplies	GENERAL SUPPLIES		\$756.00
Sub-Total							\$756.00
Budgeted Fund Source Amount							\$756.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	General Supplies	GENERAL SUPPLIES		\$1,609.00
2	3	3	1	General Supplies	GENERAL SUPPLIES		\$1,600.00
Sub-Total							\$3,209.00
Budgeted Fund Source Amount							\$3,209.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Instruction/General Supplies	Supplies and materials for instructional use	199-11-6399-001-216-24-313-000000-	\$5,820.00
Sub-Total							\$5,820.00
Budgeted Fund Source Amount							\$5,820.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	General Supplies	Supplies and materials - instruction	199-11-6399-001-216-25-313-000000	\$1,298.00
Sub-Total							\$1,298.00
Budgeted Fund Source Amount							\$1,298.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference \$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Contract Services-Reading Interventionist	INSTRCTNL RES/MED SVCS   MISC CONTRACTED SERVICES	199-12-6299-XXX-216-99-313-000000-	\$5,500.00
4	2	1	1	Staff PD	STAFF DEVELOPMENT   REGIONAL ED SVC CTR SVCS	199-13-6239-XXX-216-99-313-000000-	\$5,000.00
4	3	1	1	Professional Development and Supplies	STAFF DEVELOPMENT   OTHER READING MATERIALS	199-13-6329-XXX-216-99-313-000000-	\$500.00
4	3	3	1	Mentor Program Contracted Services	GUIDANCE & COUNSELING SVC   MISC CONTRACTED SERVICES	199-31-6299-XXX-216-99-313-000000-	\$5,000.00
Sub-Total							\$16,000.00
Budgeted Fund Source Amount							\$16,000.00
+/- Difference							\$0.00
Grand Total Budgeted							\$155,917.00
Grand Total Spent							\$155,917.00
+/- 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