Fort Worth Independent School District

177 Westcliff Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Westcliff Elementary School is to provide every child with a challenging, rigorous educational program in an environment of high expectations so that every child will achieve his/her greatest potential.

PREPARING STUDENTS FOR SUCCESS IN COLLEGE, CAREER, AND COMMUNITY LEADERSHIP

Vision

FWISD: Igniting in Every Child a Passion for Learning

Value Statement

1. Student Achievement
2. Leadership Development
3. Stakeholder Collaboration
4. Respect for Diversity
5. Equity in Access
6. Perseverance and Commitment
7. Continuous Improvement

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 2, 2024

Demographics

Demographics Summary

Westcliff Elementary School is a high performing urban PK- 5th grade campus in Fort Worth ISD. In 2024, Westcliff earned the prestigious honor of being named "Best Elementary School" by U.S. News and World Report in the Texas public school category. Our community is diverse and reflects our wonderful city of Fort Worth, Texas, now the 12th largest city in America. Our ethnicity breakdown is as follows:

77% Hispanic

15% White

4% Asian

4% African American

With an Economically Disadvantage rate of 79%, Westcliff ranks in the top ten schools in our 40 School Comparison Group. The students at Westcliff model a growth mindset and have shown resilience and academic progress in spite of the post-pandemic impact. Additionally, we have a full-time instructional coach to support our teachers with resources, best practices, and content expertise.

Approximately 17% of our students are receiving Special Education services, through inclusion, resource, and self-contained placements. We have a self-contained classroom, the RISE unit which serves students with more severe cognitive disabilities. Westcliff is proud to be a Unified Champion School (UCS). We aim to provide many inclusion opportunities for our SPED students in academic and social settings, as well have representation in school clubs, such as Student Council and UIL.

Westcliff serves a large Emergent Bilingual population of 39%. We offer a one-way dual language enrichment Spanish program from PK - 5th grade. Students learn in both Spanish and English throughout the day with a goal of achieving and maintaining biliteracy and bilingualism.

The parent community at Westcliff helps create a warm environment for all students and parents. We have an award-winning Parent Teacher Association (PTA) that supports and advocates for the needs of the school. For example, our school received a crossing guard and campus monitor due to their advocacy.

Westcliff staff are among the top professionals in education, with several winning awards and creating programs here that serve our student body through amazing activities. Westcliff serves as a lab school for TCU, so we have an amazing hiring pipeline through student teaching. We assign mentor teachers to support new teachers which has been very successful. Our teacher turnover rate was 8% primarily from veteran staff retiring.

Demographics Strengths

- Diverse, multi-cultural student population
- Distinctions earned in Closing the Gaps and Science
- U.S. News and World Report "Best Elementary School" in the Public School Category
- Strong Family involvement and support - from all demographic groups; PTA, SBDM, Activities
- Parents report that school is a safe and welcoming place, and that they recommend Westcliff to friends and family
- High interest from parents wanting to transfer their children to Westcliff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.   **Root Cause:** There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Problem Statement 2 (Prioritized): Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause:** Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

Student Learning

Student Learning Summary

Westcliff Elementary received the distinct honor of being recognized as "Best Elementary School" in Texas by U.S. News and World Report for 2024. This shows the resilient story of a campus with a 79% Economically Disadvantaged population, 17% special education population, 39% Emergent Bilingual Learners and a diverse student body. It is a high-achieving campus because of the intentionality our teachers have in planning for powerful, yet targeted and aligned student learning. At Westcliff, every child receives quality tier 1, data-driven instruction in all grades. Additionally, we understand that in a class of 20 or more students, there is a range of learning levels that our teachers must address. Therefore, they skillfully provide differentiated instruction and supports for all students, including our high-performing and Gifted and Talented students.

Furthermore, Westcliff Elementary focused on the growth of the whole child and recognizes the multiple intelligences that our students possess. The school offers exceptional art, music, and physical education programs. Our students' art work is consistently selected to be displayed at exhibitions within the district and within the Fort Worth art community at the Kimball and Magnolia Street Art Fest. This year, the Westcliff Elementary music program expanded to include a Rock Band and World Drum Ensemble called "The Rumblers".

Westcliff students are celebrated weekly and every six weeks through Awards ceremonies in which they receive honors for academic excellence, citizenship, noted improvement, and outstanding attendance. Students participate in numerous academic competitions such as: Spelling Bee, Math Bee, Battle of the Books, UIL Chess, Music Memory, and Art.

Former students and parents return to mentor, volunteer, and complete internships with Westcliff staff and students. They gladly share their success in high school and future endeavors in college, with several receiving 4-year scholarships to competitive universities like Texas Christian University (TCU) and University of Texas.

Student Learning Strengths

Ranking in the top 10 schools in the TEA 40 school comparison group

The Achievement Gap domain in the TEA Accountability system reflected a component score of 95 and scaled score of 90

U.S. News and World Report "Best Elementary School" in the Texas Public School category

Westcliff student success recognized and celebrated

Involvement of former students through mentoring program

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grade 1 students demonstrated less growth in English Reading MAP. Projected growth of 11.5; however, measured growth was 8 points from BOY to MOY.   **Root Cause:** The current schedule does not allow for students to read everyday independently and in small group guided reading.

Problem Statement 2 (Prioritized): Grade 2 Emergent Bilingual students demonstrated low growth and achievement in English Reading MAP.   **Root Cause:** Professional development is needed for bridging English and Spanish and targeting the ELPS with lesson planning in Reading and Language Arts.

Problem Statement 3 (Prioritized): Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause:** Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.

Problem Statement 4 (Prioritized): Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause:** Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

School Processes & Programs

School Processes & Programs Summary

At Westcliff Elementary, we believe in cultivating a growth mindset among our teachers, staff, and students. Our school-wide theme is Ready, Set, GROW! Our staff have discussed and applied many of the concepts learned from the book, "The Growth Mindset Coach" by Brock & Hundley, such as assessing our classrooms as Growth vs. Fixed Oriented. We have learned the parts of the brain and how student learning is impacted when we exposed our students to challenging material with the expectation that they can learn and show progress over time. Students have even started to adopt growth-mindset language into their everyday speech. They have learned the power of "Yet". Additionally, each teacher received a book entitled, "Bubble Gum Brain" by Julia Cook to teach growth vs. fixed mindset in kid-friendly language.

Westcliff is proud of it long-standing partnership with the TCU College of Education. Each year, our teachers eagerly host senior student teachers as well as multiple junior observers. As the college model has changed over the years, we adapt right along with them, offering them partnership and support as the university seeks to innovate through their teacher preparation program.

Teachers and staff are integral in every aspect of our campus planning and improvement. We use a team approach to all we do here - from planning protocols for campus culture routines, to food services and lunchroom procedures, to planning and troubleshooting the master schedule, to staffing, hiring, and placing students.

Campus Title I funds are used carefully to truly impact student achievement, in the past primarily going to support our degreed and certified tutors and to pay teachers for extra duties of planning collaboratively using data and providing structured interventions beyond the school day. Teachers benefited from a couple of planning days during the year giving them an opportunity plan for the upcoming six-weeks of instruction.

Westcliff has a had a wonderful, new librarian, who was voted by her peers as Campus Teacher of the Year and is a Finalist for District Teacher of the Year. Our library is being transformed daily with new, innovative programs such as Library Ambassador, Novel Study Groups, and Reading Rockstars Grants and Programs that ignite and cultivate a love for reading. Westcliff's PTA is a powerful force and is currently raising thousands of dollars to modernize our library furniture and update our book collection.

In fact, the Westcliff PTA is one of the central pillars to our success. They help involve all parents and guardians through activities such as Donuts with Dudes, Hispanic Family Fiesta, Fall Fest/Spring Fling, Muffins with Moms, and Goodies with Grands. They also support the school in many after-school events such as Family Academic Night, Talent Show, and Meet the Teacher.

School Processes & Programs Strengths

- Professional development for all teachers on growth mindset and brain research

- Partnership with leading university, Texas Christian University and their College of Education

-Effective instruction modeled through quality tier 1 instruction and gradual release model

-Thoughtful, data-driven decisions drive the use of Title 1 funds

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Perceptions

Perceptions Summary

Westcliff Elementary faculty and staff are very driven by core beliefs and values, recognizing that we are role models and that our beliefs about children will become their beliefs about themselves. They reflect their teachers ultimately, so we look inward where the change begins through professional development, team building, collaborative planning, and problem solving.

This school year, we continue to prioritize student culture. Teachers and administrators are intentionally seeking opportunities to make students feel welcomed and connected at school. We are resuming many after school programs that paused due to COVID health concerns and greeting every single student as walk through our front doors and classrooms. Our return of the Talent Show and addition of the Family Academic Night demonstrated the sense of community that we aim to establish that supports the growth and development of the whole child.

Perceptions Strengths

- Families seek transfers to Westcliff by the dozens each year based on other families referring them
- Online reviews of Westcliff are positive and are part of the attraction for real-estate purchases in the area
- Community partnerships are strong - with ongoing long-term partnerships with three churches in the area
- Academy 4 is an important partnership for five years now, providing every fourth grade student with a mentor

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Priority Problem Statements

Problem Statement 1: Grade 1 students demonstrated less growth in English Reading MAP. Projected growth of 11.5; however, measured growth was 8 points from BOY to MOY.

Root Cause 1: The current schedule does not allow for students to read everyday independently and in small group guided reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Grade 2 Emergent Bilingual students demonstrated low growth and achievement in English Reading MAP.

Root Cause 2: Professional development is needed for bridging English and Spanish and targeting the ELPS with lesson planning in Reading and Language Arts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.

Root Cause 3: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.

Root Cause 4: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.

Root Cause 5: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Problem Statement 5 Areas: Demographics - School Processes & Programs - 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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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 68% to 73% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 45% to 50% by May 2025.
Increase the percentage of Economically Disadvantaged students from 65% to 70% by May 2025.

Strategy 1:
Ensure PLCs and Planning Days are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK teachers using the instructional models and assessments aligned with FWISD curriculum and to enhance the quality alignment of Tier 1 early literacy instruction.

> **Strategy's Expected Result/Impact:** Teachers will gain collective efficacy by collaborating in PLCs to improve student achievement in phonological awareness in English and Spanish.
>
> **Staff Responsible for Monitoring:** Instructional Coach
>
> **Title I:**
> 2.4
> - **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PK Teachers will meet weekly for PLC meetings and have at least 5 days allocated for planning and alignment of 6 weeks data-driven instruction. Ensure alignment by teachers and teachers assistants attending professional development offered by Early Childhood throughout the school year. Ensure equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) **Intended Audience:** PK **Provider / Presenter / Person Responsible:** Teachers, ILT, Admin **Date(s) / Timeframe:** 24-25 school year **Collaborating Departments:** Early Childhood	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

0% No Progress		100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Grade 1 students demonstrated less growth in English Reading MAP. Projected growth of 11.5; however, measured growth was 8 points from BOY to MOY.   **Root Cause**: The current schedule does not allow for students to read everyday independently and in small group guided reading.

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 68% to 72% 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 68% to 72% by May 2025.

Increase the percentage of Special Education students from 49% to 53% by May 2025.

   Evaluation Data Sources: MAP, CIP Companion

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four (oral language, phonemic awareness, phonics, and writing) to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

   Strategy's Expected Result/Impact: Students will improve fluency and literacy comprehension. Teachers will increase capacity and knowledge of the implementation of the Fundamental Four in their classrooms.

   Staff Responsible for Monitoring: Instructional Leadership Team

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

   Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Conduct professional learning based on modules and lessons from HB 3 Reading Academy that all K-3 teachers attended. Track student fluency in K-2 through F&P running record or similar assessment program. Track student data from Lexia Core 5 and ensure that students are meeting their usage and unit goals. Provide materials and resources that promote and facilitate fluency instruction, assessment, and tracking. Provide additional adult support to the projected K/1 bridge class by hiring a Title 1 FTE Teacher Assistant. Collaboration between teachers, librarian, and parents to fully utilize the library resources, books, Accelerated Reading program and other reading programs and initiatives. Teachers use cross-curricular resources to promote reading across content.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: PK-5 Students, particularly K-3 students and teachers				
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Lieracy				
Funding Sources: Title 1 Teacher Assistant - TITLE I (211) - 211-11-6129-04E-177-30-510-000000-25F10 - $23,000, Subs for Supplemental Instruction - TITLE I (211) - 211-11-6112-04E-177-30-510-000000-25F10 - $2,000, Reading Materials - TITLE I (211) - 211-11-6329-04E-177-30-510-000000-25F10 - $500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Grade 1 students demonstrated less growth in English Reading MAP. Projected growth of 11.5; however, measured growth was 8 points from BOY to MOY. **Root Cause**: The current schedule does not allow for students to read everyday independently and in small group guided reading.
Problem Statement 2: Grade 2 Emergent Bilingual students demonstrated low growth and achievement in English Reading MAP. **Root Cause**: Professional development is needed for bridging English and Spanish and targeting the ELPS with lesson planning in Reading and Language Arts.

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 50% 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 58% to 63% by May 2025.

Increase the percentage of Economically Disadvantaged students from 42% to 47% by May 2025.

    Evaluation Data Sources: MAP NWEA

Strategy 1: Improve and enhance the quality and alignment of Tier 1 instruction for all students through the use of the Amplify 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 and during extended day.

    Strategy's Expected Result/Impact: Students will increase in literacy comprehension and meet grade level expectations in Reading and Language Arts.

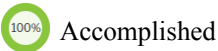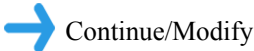   **Staff Responsible for Monitoring:** Administration, Instructional Coach

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

    Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
Action Step 1: Collaboration during weekly PLCs to review alignment, instructional practices, MTSS review, and data tracking.	**Nov**	**Jan**	**Mar**	**June**
Teachers plan instruction and data-driven interventions during a minimum of 5 PLC planning days. Literacy teachers meet to vertically plan at least twice during the school year. Bilingual and designated ESL teachers meet to plan TELPAS interventions and plan of action to improve EB language proficiency. Provide Extended Day opportunities via tutoring to address MTSS interventions, starting in the fall season. Acquire digital, online formative assessments for Reading in English and Spanish, 2nd-5th.				
Intended Audience: K-5 Students and Teachers				
Provider / Presenter / Person Responsible: Teachers, Administration, Instructional Coach				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Literacy, Library Media, Bilingual				
Funding Sources: Tutors for MTSS Interventions During School Day and Extended Day and Vertical Planning - TITLE I (211) - 211-11-6117-04E-177-30-510-000000-25F10 - $28,000, Paper and Materials - TITLE I (211) - 211-11-6399-04E-177-30-510-000000-25F10 - $4,577.60				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Grade 1 students demonstrated less growth in English Reading MAP. Projected growth of 11.5; however, measured growth was 8 points from BOY to MOY. **Root Cause**: The current schedule does not allow for students to read everyday independently and in small group guided reading.

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 90% to 93% by May 2025.
Increase the percentage of Spanish-speaking students from 96% to 97% by May 2025.

    Evaluation Data Sources: CLI Engage

Strategy 1: Develop collective efficacy of PK teachers to implement the Early Childhood Math framework through targeted professional development in numerical concepts.

    Strategy's Expected Result/Impact: Students will be able to apply learned numerical concepts to their interest areas and units studied in the Creative adoption.

    Staff Responsible for Monitoring: Teachers, Administration, and Instructional Coach

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

    Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Collaborate during weekly PLCs the integration of math in the Creative curriculum and through explicit instruction. Track and monitor student progress and data in order to make necessary adjustments to the instruction and interventions.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PK Students and Teachers				
Provider / Presenter / Person Responsible: Teachers, Administration, Instructional Coach				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Early Childhood				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Grade 2 Emergent Bilingual students demonstrated low growth and achievement in English Reading MAP.   **Root Cause**: Professional development is needed for bridging English and Spanish and targeting the ELPS with lesson planning in Reading and Language Arts.

Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause**: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.

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 66% to 75% by May 2025.
Increase the percentage of Dual Language Kinder students who score On Track on TX-KEA Math from 72% to 80% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level expectations through classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

> **Strategy's Expected Result/Impact:** Students will demonstrate understanding of grade level expectations for Kinder math.
>
> **Staff Responsible for Monitoring:** Administration, Instructional Coach
>
> **Title I:**
> 2.4
> - **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Create, implement, and monitor a plan to ensure students meet usage and required lessons in Dreambox. Provide teachers with instructional materials and supplies to support all student groups. Support optimal classroom learning environments with furniture and flexible seating. Implement data-driven tutoring program. Printing materials and supplies for accommodations and individualized education plans.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Kinder Students and Teachers **Provider / Presenter / Person Responsible:** Teacher, Administration, Instructional Coach **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Math **Funding Sources:** Materials and Supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-177-99-313-000000- - $13,760, Materials and Supplies - SPED (199 PIC 23) - $3,840, Flexible Seating and Furniture for Organized, Safe Learning Environment - SPED (199 PIC 23) - $1,000, Reading materials for students - SPED (199 PIC 23) - $500				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause**: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.

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 60% to 64% by May 2025.

Increase the percentage of Special Education students from 53% to 56% by May 2025.

Evaluation Data Sources: MAP

Strategy 1: Improve and enhance Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC and Math Instructional Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Students will be able to demonstrate increased math fluency and concept attainment. Teachers will increase capacity and collective efficacy of best practices in the math classroom.

Staff Responsible for Monitoring: Administration, Instructional Coach

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

Problem Statements: Demographics 2 - Student Learning 3, 4

Action Step 1 Details	Reviews			
Action Step 1: In weekly PLCs, collaborate on critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.	Formative		Summative	
Vertically plan with Math teachers at least 2 times during the year to align best practices, concepts, and common vocabulary and math strategies.	Nov	Jan	Mar	June
Ensure that students, K-5 are meeting Dreambox usage and required weekly lessons. Track student data via a data binder and set goals with students. **Intended Audience:** K-5 Students and Teachers **Provider / Presenter / Person Responsible:** Teachers, Administration, Instructional Coach **Date(s) / Timeframe:** August 2024- May 2025 **Collaborating Departments:** Math **Funding Sources:** Extra Duty for Vertical Alignment - SCE (199 PIC 24) - 199-11-6112-001-177-24-313-000000- - $1,655, Materials and Resources - BEA (199 PIC 25) - 199-11-6399-001-177-25-313-000000 - $1,520, Paper and materials - SCE (199 PIC 24) - 199-11-6399-001-177-24-313-000000- - $1,500				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

Student Learning
Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause**: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.
Problem Statement 4: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

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 50% to 55% by May 2025. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39.4% to 44% by May 2025.

> **Evaluation Data Sources:** STAAR Data Results, TAPR

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

> **Strategy's Expected Result/Impact:** Teachers and Students will know their reading data, where they need support, and areas where acceleration is needed.
>
> **Staff Responsible for Monitoring:** Administration, Instructional Coach
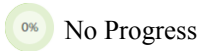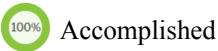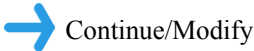>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Demographics 2 - Student Learning 2, 3, 4

Action Step 1 Details		Reviews			
Action Step 1: Every K-5 student will have a Data Binder that includes each students' reading levels and their degree of mastery on state of Texas Grade-Level Expectations and Standards.		Formative			Summative
Every K-5 student will set Reading goals with their teachers that will need to be regularly updated, at a minimum of every 3 weeks.		Nov	Jan	Mar	June
Institute 25-30 minutes of "What I Need" (WIN) Time in Reading, scheduled for each grade level, providing dedicated time for teachers to re-teach in small groups, accelerate learning, deliver Lexia: Core 5 interventions, push-in/pull-out tutoring, and facilitate goal setting meetings. Principal and Leadership Team will implement learning from Lead4Ward Leading Learning Series. Principal and Assistant Principal will attend the TEPSA Summer Conference for updated best practices and strategies to impact learning for all students on campus. Prepare students for college and career readiness with 21st century skills through the promotion of special student projects (Literacy w/Science and Social Studies), student recognition, and academic competitions. Increase access to Science labs, supplies, and materials for projects and experiments Purchase library books that support the state standard expectations and student research. Comply with student data regulations.					
Intended Audience: K-5 Reading Teachers and Students					
Provider / Presenter / Person Responsible: Teachers, Students, Administration					
Date(s) / Timeframe: August 2024- May 2025					
Collaborating Departments: Literacy, GT					
Funding Sources: Instructional Materials and Supplies - GT (199 PIC 21) - $538, Instructional Materials and Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-177-11-313-000000- - $9,775, Furniture for access in Science Lab - BASIC (199 PIC 11) - 199-11-6398-XXX-177-11-313-000000- - $1,000, TEPSA Membership for Principal and Assistant Principal - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-177-99-313-000000- $760, Library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-177-99-313-000000- - $5,000, Misc. Contracted Services (Ferpa Compliance) - BASIC (199 PIC 11) - 199-11-6299-XXX-177-11-313-000000- - $200					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

Student Learning
Problem Statement 2: Grade 2 Emergent Bilingual students demonstrated low growth and achievement in English Reading MAP.   **Root Cause**: Professional development is needed for bridging English and Spanish and targeting the ELPS with lesson planning in Reading and Language Arts.

Student Learning
Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause**: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.
Problem Statement 4: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

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 37% to 42% by May 2025. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32.7% to 37% by May 2025.

> **Evaluation Data Sources:** STAAR Data Reports, TAPR

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

> **Strategy's Expected Result/Impact:** Teachers and Students will know their math data, where they need support, and areas where acceleration is needed.

> **Staff Responsible for Monitoring:** Administration, Instructional Coach

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

> **Problem Statements:** Demographics 2 - Student Learning 3, 4

Action Step 1 Details	Reviews			
Action Step 1: Every K-5 student will have a Data Binder that includes each students' math data and their degree of mastery on state of Texas Grade-Level Expectations and Standards. Every K-5 student will set math goals with their teachers that will need to be regularly updated, at a minimum of every 3 weeks. Institute 25-30 minutes of "What I Need" (WIN) Time in Math, scheduled for each grade level, providing dedicated time for teachers to re-teach in small groups, accelerate learning, deliver Dreambox/Eureka interventions, push-in/pull-out tutoring, and facilitate goal setting meetings. Provide students with learning opportunities that include in-school and out of school learning activities. **Intended Audience:** K-5 Teachers and Students **Provider / Presenter / Person Responsible:** Teachers, Students, Administration **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Math, GT, EB **Funding Sources:** Professional Development - TITLE I (211) - 211-11-6112-0PD-177-30-510-000000-25F10 - $2,000, Paper and materials - TITLE I (211) - 211-11-6399-04E-177-30-510-000000-25F10 - $2,500, In and out of school learning experiences - BASIC (199 PIC 11) - 199-11-6412-XXX-177-11-313-000000- - $200, Maintenance of equipment with instructional value - UNDISTRIBUTED (199 PIC 99) - 199-51-6249-XXX-177-99-313-000000- - $500	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

Student Learning
Problem Statement 3: Grade 5 students demonstrated low growth and low achievement in Math on MAP BOY to MOY.   **Root Cause**: Not utilizing the RIT Continuum data to drive the intervention and acceleration lessons identified in action plans with follow up from the Instructional Leadership Team.
Problem Statement 4: Emergent Bilingual students are performing lower in writing and speaking on TELPAS.   **Root Cause**: Lack of the integration of the ELPS with writing and speaking opportunities across all subjects utilizing an online format/platform.

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 16.5% to 13.5% 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 34.8% to 30% by May 2025.

Evaluation Data Sources: FOCUS, Enrollment and Attendance Data

Strategy 1: Align and leverage programs, resources, parent partnerships and Student Support Teams (SST), and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates.

Strategy's Expected Result/Impact: Increased attendance rates with fewer chronically absent students.

Staff Responsible for Monitoring: Family Engagement Specialist, SART Team chaired by Assistant Principal

Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop and distribute a Parent and Family Engagement Policy	Formative		Summative	
Offer various student incentives for outstanding attendance such as: Attendance Star Student, Class Attendance Rewards, Perfect Attendance Recognition	**Nov**	**Jan**	**Mar**	**June**
Facilitate Parent Education: Attendance Matters! Campaign				
Create a clear system of interventions for students and parents when a progression of absences is recorded				
Start parent chats with Ms. McDonald and featuring informational guests				
Guidance lessons and materials that mitigate factors leading to absenteeism, increased student engagement, and a sense of belonging.				
Intended Audience: PK-5 Students				
Provider / Presenter / Person Responsible: Family Engagement Specialist, SART Team				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Parent Partnerships				
Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-177-30-510-000000-25F10 - $33,000, Paper and supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-177-30-510-000000-25F10 - $1,000, Snacks for parents to promote participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-177-30-510-000000-25F10 - $1,620, Materials and Supplies - SCE (199 PIC 24) - 199-11-6399-001-177-24-313-000000- - $2,500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

School Processes & Programs
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Perceptions
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

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 4.4% to 2% by May 2025.

    Evaluation Data Sources: Discipline Reports, Branching Minds, FOCUS Referrals

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

    Strategy's Expected Result/Impact: Students will have clear expectations for behavior and have a sense of belonging at Westcliff as a culture of student joy and engagement are cultivated.

    Staff Responsible for Monitoring: Counselor, Administration

    Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 3: Positive School Culture

    Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			

Action Step 1: Create a PBIS team to collaborate school systems of behavior in common areas of the building. Provide materials and supplies for a success launch of this initiative.
    Intended Audience: Students, Teachers and Staff
    Provider / Presenter / Person Responsible: Admin, PBIS Team
    Date(s) / Timeframe: Aug 2024 - May 2025
    Collaborating Departments: Counseling, Student Support
	Formative		Summative	

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.   **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

School Processes & Programs
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.   **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Perceptions
Problem Statement 1: Attendance for the 23-24 school year was 95%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.   **Root Cause**: There was little targeted communication to Pre-K parents on the importance of attendance and why it matters.

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title 1 Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-177-30-510-000000-25F10	$23,000.00
1	2	1	1	Reading Materials	Reading materials & Software for classroom use	211-11-6329-04E-177-30-510-000000-25F10	$500.00
1	2	1	1	Subs for Supplemental Instruction	Subs for supplemental instruction	211-11-6112-04E-177-30-510-000000-25F10	$2,000.00
1	3	1	1	Paper and Materials	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-25F10	$4,577.60
1	3	1	1	Tutors for MTSS Interventions During School Day and Extended Day and Vertical Planning	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-25F10	$28,000.00
3	2	1	1	Paper and materials	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-25F10	$2,500.00
3	2	1	1	Professional Development	Subs for professional development	211-11-6112-0PD-177-30-510-000000-25F10	$2,000.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-177-30-510-000000-25F10	$33,000.00
						Sub-Total	$95,577.60
						Budgeted Fund Source Amount	$95,577.60
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Paper and supplies	Supplies and materials for parental involvement	211-61-6399-04L-177-30-510-000000-25F10	$1,000.00
4	1	1	1	Snacks for parents to promote participation	Snacks for parents to promote participation	211-61-6499-04L-177-30-510-000000-25F10	$1,620.00
						Sub-Total	$2,620.00
						Budgeted Fund Source Amount	$2,620.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Instructional Materials and Supplies	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-177-11-313-000000-	$9,775.00
3	1	1	1	Misc. Contracted Services (Ferpa Compliance)	INSTRUCTION | MISC CONTRACTED SERVICES	199-11-6299-XXX-177-11-313-000000-	$200.00
3	1	1	1	Furniture for access in Science Lab	INSTRUCTION | FURN&EQUIP < $5000	199-11-6398-XXX-177-11-313-000000-	$1,000.00
3	2	1	1	In and out of school learning experiences	INSTRUCTION | TRAVEL - STUDENT	199-11-6412-XXX-177-11-313-000000-	$200.00
						Sub-Total	$11,175.00
						Budgeted Fund Source Amount	$11,175.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Instructional Materials and Supplies	GENERAL SUPPLIES		$538.00
						Sub-Total	$538.00
						Budgeted Fund Source Amount	$538.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Materials and Supplies	INSTRUCTIONAL MATERIALS		$3,840.00
2	2	1	1	Reading materials for students	OTHER READING MATERIALS		$500.00
2	2	1	1	Flexible Seating and Furniture for Organized, Safe Learning Environment	FURN&EQUIP < $5000		$1,000.00
						Sub-Total	$5,340.00
						Budgeted Fund Source Amount	$5,340.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Paper and materials	Supplies and materials for instructional use	199-11-6399-001-177-24-313-000000-	$1,500.00
2	3	1	1	Extra Duty for Vertical Alignment	Subs for supplemental instruction	199-11-6112-001-177-24-313-000000-	$1,655.00
4	1	1	1	Materials and Supplies	Supplies and materials for instructional use	199-11-6399-001-177-24-313-000000-	$2,500.00
						Sub-Total	$5,655.00
						Budgeted Fund Source Amount	$5,655.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Materials and Resources	Supplies and materials - instruction	199-11-6399-001-177-25-313-000000	$1,520.00
						Sub-Total	$1,520.00
						Budgeted Fund Source Amount	$1,520.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Materials and Supplies	COCURRICULAR/ EXTRACURRIC | GENERAL SUPPLIES	199-36-6399-XXX-177-99-313-000000-	$13,760.00
3	1	1	1	TEPSA Membership for Principal and Assistant Principal	SCHOOL LEADERSHIP | DUES	199-23-6495-XXX-177-99-313-000000-	$760.00
3	1	1	1	Library books	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-177-99-313-000000-	$5,000.00
3	2	1	1	Maintenance of equipment with instructional value	PLANT MAINT & OPERATION | MNT/RPR FURN/COMPUT/EQUIP	199-51-6249-XXX-177-99-313-000000-	$500.00
						Sub-Total	$20,020.00
						Budgeted Fund Source Amount	$20,020.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00
						Grand Total Budgeted	$142,445.60
						Grand Total Spent	$142,445.60
						+/- 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