Fort Worth Independent School District

180 Western Hills Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

We, the community of Western Hills Elementary, are dedicated to providing a positive and warm climate that is conducive to learning by incorporating strong teaching methodology and high expectations into all our students' learning opportunities.

Vision

The staff of Western Hills Elementary is Motivating, Educating and Empowering Students Everyday!

Value Statement

I am successful! I am RESPECTFUL! I am IMPACTFUL! I am DEDICATED! I am EXCELLENT!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 7
Perceptions 9
Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Goals 13
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. 13
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. 22
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 25
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. 30
Campus Funding Summary 44
Policies, Procedures, and Requirements 48

Comprehensive Needs Assessment

Revised/Approved: May 13, 2024

Demographics

Demographics Summary

Western Hills Elementary is a 2nd through 5th-grade public school built in 1966, in the neighborhood known as Western Hills between Las Vegas Trail and Mojave Trail. Our address is 2805 Laredo Dr. in Fort Worth, TX. We are a part of the Western Hills Pyramid, and our students will feed into Leonard MS and Western Hills HS.

Western Hills Elementary is one the largest attendance zones in Fort Worth ISD in which we pride ourselves on being a culturally diverse campus filled with different ethnicities, creeds, and cultures.

Western Hills Elementary school provides regular programming, one way Dual-Language, English as second language services, and special education for 560 students.

Our enrollment is as followed:

American Indian- 5

Asian- 1

African American- 251

Hispanic- 256

Two or More- 25

White-19

Transiency 37.7%

Enrollment by Student Group:

Economically Disadvantaged 98.2%

English Learners 38.7%

Special Education 10.3%

Gender: Females- 270 Males- 289

Staff: African American 18.4% Hispanic 31.4% White 48.1% Two or More 2.1%

Student Attendance:

2022-2023-89.81%

2023-2024-92.22%

Chronic Absentee: 22.02% decrease from 36.85%

Demographics Strengths

WHES has various programs at our school that meet varying needs of our students. Services provided include DL, ESL, GT, SPED, Dyslexia, and fine arts. These programs align with our belief that all students can learn when their differentiating needs and interests are considered.

Our SBDM consist of various stakeholders such as parents, staff members, district members, community, and business members. The SBDM committee meets for a minimum of six times per year to create, monitor, and adjust our CIP as needed.

We provide monthly activities for families to engage with our school community.

We offer a peace corner in every classroom and school wide peace room. We have a state-of-the-art playground built by the hands of our community. We have an orchid and gardening beds.

We have a very strong partnership with over 20+ community organizations within our school boundaries. Some of these partnerships include:

Clayton Yes! Who provides after school care services for our students free of charge through a grant.

Academy 4 provides an adult mentor for every fourth-grade student, Leadership 5 in which our fifth-grade students serve once a month as mentors for our second-grade students, and First4Families a six-week parenting class for parents.

Junior League of Fort Worth supports our campus through their Junior Mint program. We have volunteers who complete various task for our students, teachers, and campus throughout the year.

The Hills Church West Fort Worth which supports our campus throughout the year by providing our faculty member with supplies, beautification of the campus, and volunteer work around the campus. They have also sponsored various teachers and classrooms providing human and fiscal resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 84% of WHES 2-5 Teachers believe the student mobility rate has Some, Quite a bit, or a Tremendous impact on teaching and learning. **Root Cause:** Teachers struggle with differentiating lessons to close the gaps for transient students.

Student Learning

Student Learning Summary

Students who met or exceeded growth projections on NWEA MAP ASSESSMENT - Reading (60% Growth goal)

By Grade level: 2nd Grade had 31 of 117 (26%) met growth projection; 3rd Grade had 34 of 108 (31%) met growth projection; 4th Grade had 27 of 110 (25%) met growth projection; and 5th Grade had 57 of 118 (48%) met growth projection.

Students who met or exceeded growth projections on NWEA MAP ASSESSMENT - Math (60% Growth goal)

By Grade level: 2nd Grade had 33 of 115 (29%) met growth projection; 3rd Grade had 55 of 108 (51%) met growth projection; 4th Grade had 32 of 109 (29%) met growth projection; and 5th Grade had 56 of 112 (50%) met growth projection.

Reading Interim Assessment: WHES students demonstrated a 5% point gain from Fall 2023- Spring 2024, with Hispanics (+5%), African American (+4%), and Emergent Bilingual (+11%).

Math Interim Assessment: (NOT YET TAKEN)

Student Learning Strengths

5th Grade Reading, 5th Grade Math and 3rd Grade Math are within ten percentage points of meeting the campus goals of 60% of students meeting projected growth on NWEA MAP Assessment.

Emergent Bilingual students are making double-digit gains on the District Interim Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause:** Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

Problem Statement 2 (Prioritized): According to TEA Diagnostic, 60% of 2-5 classroom teachers are not demonstrating rigorous instruction that cognitively engage students. **Root Cause:** The Leadership Team needs a systemic process to support teachers in Planning, DDI, and execution of the lesson.

Problem Statement 3 (Prioritized): According to the December 2023 TEA Diagnostic, students can only articulate BOY/MOY/EOY Learning goals and do not connect them to content and skills. **Root Cause:** Campus Calendar and Master Schedule did not include time to conduct structured data meetings with students and parents.

Problem Statement 4 (Prioritized): According to MOY Interim assessment comparisons for 22-23 SY to 23-24 SY, our African American Students have an 11% Gap from Hispanic population in Reading. **Root Cause:** Teachers lack training in Instructional Strategies that engage African American Students

School Processes & Programs

School Processes & Programs Summary

The campus implements curriculum and instruction processes that revolve around DDI and LAFA. Campus PLCs and professional development keenly focus on data-driven instruction, standards and curriculum alignment, and MTSS. PLCs, along with designated Extra Planning Days, occur every week and focus on the identified instructional focus areas of the campus. Admin and instructional coaches meet weekly to collaborate and plan PLCs. Teachers have a system and structure for lesson plan creation, internalization, lesson delivery, and submission to support teachers in implementing Tier 1 daily lessons with fidelity.

Lesson plans are submitted 2 weeks in advance. Submission is tracked weekly. Teachers receive lesson plan feedback and are provided with adequate time to make changes prior to lesson delivery.

New or struggling teachers are assigned support from an instructional coach that provides targeted instructional support on a systematic coaching cycle. They also receive walkthroughs and coaching conversations from administration. Some struggling teachers may receive more intensive support through a growth plan.

To reduce discipline referrals the campus has established school a wide leveled discipline protocol that teachers and staff use. Professional development is provided on tier 1 behavior interventions including Restorative Practices. The school has 2 counselors, a behavior intervention specialist, social worker, and MHMR navigator that provided additional guidance and support in implementing the school wide behavior expectations.

Branching Minds is the campus platform used to monitor MTSS interventions of Tier 2 and 3 students. Teachers conduct student data chats in which students discuss current performance and set academic goals specific to grade level content and skills.

Administrators and instructional coaches conduct consistent weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with providing coaching sessions in order to improve student achievement.

School Processes & Programs Strengths

Data Driven Instruction (DDI) in PLC's: Instructional leaders have a process to lead teachers in analyzing student work (exit tickets) and identifying gaps in understanding. A DDI protocol, includes an agenda with desired outcomes. In PLC's , the instructional leaders support teachers in creating their know-and-show charts and the creation of teacher exemplars to confirm the expected level of rigor. The master schedule incorporates dedicated time for daily PLC meetings. An additional PLC has been added for each grade level to allow for discussions about formative student data, effective instructional strategies, and adjustments to instructional delivery.

Administrators and instructional coaches conduct consistent weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with providing coaching sessions in order to improve student achievement. Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs.

Teachers are provided monthly professionally development opportunities in Faculty Meetings which are led by campus administrator or Instructional Coach to engage in deeper pedagogy.

Our campus offers one to one devices to all students and is a common sense certified campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on TEA Diagnostic, Teachers don't have a clear understanding of the school wide expectations for the implementation of the Tiered Behavioral System. **Root Cause:** Admin/SSt Meetings were inconsistent during first semester which is a level of accountability because of the review of MTSS and Student Behavior data

Perceptions

Perceptions Summary

Campus offers one to one device to all students and is a common-sense certified campus. Students are offered several extracurricular activities to enhance their school experience. We offer FWAS, Sunshine Club, Good News Club, and more.

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection is provided. Monthly events are held to engage parents and build school culture. Some of these events include Father/Daughter dance, Daughter/Son dance, family wellness night, Math and Literacy Night, and Bilingual Night. Multiple methods for parent communication are utilized including blackboard, website, social media platforms, Class Dojo, emails, phone calls, and conferences.

We have a Family Engagement Specialist who supports families by making personal phone calls, making home visits, provides supports with technology, and provides other resources needed by families. Our campus has a CIS social worker who provides continuous supports and programming for our students.

This year we had an 92.2% attendance rate compared to last year at the same time our attendance rate was 89% and we have decreased our overall chronic absenteeism has decreased by 15%.

As a campus we have worked to decrease our referral rate from 410 at the end of the 2022-2023 school year to 130 currently. We have implemented a tiered behavior system campus wide and also benefitted from having a behavior interventionist, a MHMR navigator, and CIS case worker on campus.

Perceptions Strengths

We offer wrap around services for or students and families which includes the following: Access to eye care, a clothing closet, food pantry, along with counseling services. Students also have been exposed to after-school activities driven by community partnerships who took an intentional approach in building inclusivity and connectedness. Our FES has started a PTO for our campus, and we secured an increase in parent volunteers across our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our 2023 campus survey, about 55% of staff expressed either no trust or a limited trust between staff and administrators. **Root Cause:** Campus systems that build trust between teachers and admin were not a focus for our Campus Leadership Team.

Priority Problem Statements

Problem Statement 1: According to TEA Diagnostic, 60% of 2-5 classroom teachers are not demonstrating rigorous instruction that cognitively engage students.

Root Cause 1: The Leadership Team needs a systemic process to support teachers in Planning, DDI, and execution of the lesson.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations.

Root Cause 2: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to MOY Interim assessment comparisons for 22-23 SY to 23-24 SY, our African American Students have an 11% Gap from Hispanic population in Reading.

Root Cause 3: Teachers lack training in Instructional Strategies that engage African American Students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 84% of WHES 2-5 Teachers believe the student mobility rate has Some, Quite a bit, or a Tremendous impact on teaching and learning.

Root Cause 4: Teachers struggle with differentiating lessons to close the gaps for transient students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to the December 2023 TEA Diagnostic, students can only articulate BOY/MOY/EOY Learning goals and do not connect them to content and skills.

Root Cause 5: Campus Calendar and Master Schedule did not include time to conduct structured data meetings with students and parents.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to our 2023 campus survey, about 55% of staff expressed either no trust or a limited trust between staff and administrators.

Root Cause 6: Campus systems that build trust between teachers and admin were not a focus for our Campus Leadership Team.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Based on TEA Diagnostic, Teachers don't have a clear understanding of the school wide expectations for the implementation of the Tiered Behavioral System.

Root Cause 7: Admin/SSt Meetings were inconsistent during first semester which is a level of accountability because of the review of MTSS and Student Behavior data

Problem Statement 7 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: September 27, 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 African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by 15% by May 2025.

Strategy 1: Offer Intervention and Tutoring for AA students based on Bi-weekly and other district assessment data

Strategy's Expected Result/Impact: Close the learning gap between AA students and other demographics.

Staff Responsible for Monitoring: Teachers, Campus Coaches, Administrators

Title I:
2.5, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Bi Weekly Tutoring for marginalized groups of AA students. **Intended Audience:** AA students **Provider / Presenter / Person Responsible:** Teachers, Administrators **Date(s) / Timeframe:** On - Going **Collaborating Departments:** Campus Instructional Coaches District Content Coaches **Delivery Method:** In Person **Funding Sources:** Pay for Teachers to tutor outside of school hours. - SCE (199 PIC 24) - 199-11-6116-001-180-24-313-000000- - $2,000				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Purchase Supplies for use during tutoring instruction and Incentives to encourage students to attend tutoring bi-weekly. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Administrators **Date(s) / Timeframe:** Bi-Weekly **Collaborating Departments:** Core and Specials **Delivery Method:** In Person **Funding Sources:** Supplies and Incentives for Tutoring - TITLE I (211) - 211-11-6399-04E-180-30-510-000000-25F10 - $3,907				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

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 Spanish by 10% by May 2025.

Evaluation Data Sources: NWEA MAP ASSESSMENT

Strategy 1: Conduct bi-weekly progress monitoring using MAP Fluency based on students' individual needs (Phonological Awareness, Phonic/Word Recognition, Oral Reading)

Strategy's Expected Result/Impact: Decrease the number of second and third grade students who fall into foundational skills by 30% and increase the number of students who meet oral reading standards by 20%.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Teachers will use a Daily/Weekly Data Tracker and provide results during Weekly Data Meetings of Student progress. **Intended Audience:** Teachers/Students **Provider / Presenter / Person Responsible:** Teachers, Instructional Coaches **Date(s) / Timeframe:** Bi Weekly, On-going **Collaborating Departments:** Literacy Department, Campus Instructional Coaches **Delivery Method:** In Person				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 2: Hire Campus Instructional Coach with focus on Bilingual support for all Dual Language Teachers and students.

Strategy's Expected Result/Impact: Plan, monitor and implement instructional best practices for Dual Language Class.

Staff Responsible for Monitoring: Administrator, Instructional Coaches

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction
- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Hire Campus Instructional Coach with Bilingual Instructional Support as a focus. **Intended Audience:** Dual Language Teachers, and students. **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going **Collaborating Departments:** Campus Instructional Coach Department Bilingual Department **Delivery Method:** In-Person **Funding Sources:** Campus Instructional Coach - TITLE I (211) - 211-13-6119-04E-180-30-510-000000-25F10 - $74,088				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Push in TA for Bilingual instructional support in the classroom

Strategy's Expected Result/Impact: Bilingual students in DL classrooms have additional instructional support.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches

Title I:
2.4, 2.6
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Hire Bilingual TA for Dual Language Classrooms **Intended Audience:** Dual Language Teachers and Students **Provider / Presenter / Person Responsible:** Bilingual TA **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Bilingual **Delivery Method:** In Person **Funding Sources:** Teacher Assistant - TITLE I (211) - 211-11-6129-04E-180-30-510-000000-25F10 - $26,894				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.
Problem Statement 3: According to the December 2023 TEA Diagnostic, students can only articulate BOY/MOY/EOY Learning goals and do not connect them to content and skills. **Root Cause**: Campus Calendar and Master Schedule did not include time to conduct structured data meetings with students and parents.

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 by 20% by May 2025.

High Priority

Evaluation Data Sources: NWEA MAP ASSESSMENT

Strategy 1: Purchase instructional supplies and materials to help students meet growth goals.

Strategy's Expected Result/Impact: Students will have supplemental materials to help them achieve growth goals.

Staff Responsible for Monitoring: Teachers

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

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Purchase Instructional supplemental materials and supplies for students to help close the instructional gap. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Administrators **Date(s) / Timeframe:** On going **Collaborating Departments:** Campus Leadership Team **Delivery Method:** In person **Funding Sources:** Supplemental Materials and supplies - SCE (199 PIC 24) - 199-11-6399-001-180-24-313-000000- - $4,345				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: According to MOY Interim assessment comparisons for 22-23 SY to 23-24 SY, our African American Students have an 11% Gap from Hispanic population in Reading. **Root Cause**: Teachers lack training in Instructional Strategies that engage African American 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 4: Increase the percentage of bilingual students who meet projected growth on MAP Growth Reading in Spanish by 15% by May 2025.

High Priority

Evaluation Data Sources: NWEA MAP Math

Strategy 1: Provide Professional Development for DL Teachers on best instructional practices for the Dual Language Classroom.

Strategy's Expected Result/Impact: Increase in number of students who meet projected growth on NWEA MAP

Staff Responsible for Monitoring: Teachers
Administrators
Campus Instructional Coaches

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Provide Professional Development to DL Teachers to change instructional practices from teaching/ translating to more effective dual language instructional strategies as endorsed by Texas Reading Academy. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Outsourced: Association of Two Way and Dual Language Education (Scaffolding for Language and Content) Administrator **Date(s) / Timeframe:** Dates are pending. Teachers should attend between August - December 2024 **Collaborating Departments:** Bilingual **Delivery Method:** In Person/Virtual **Funding Sources:** - BEA (199 PIC 25) - 199-13-6116-001-180-25-313-000000 - $1,463				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

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 African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by 15% by May 2025.

Evaluation Data Sources: NWEA MAP Math Assessment, District Benchmark Assessments

Strategy 1: Offer Intervention and Tutoring for marginalized students

Strategy's Expected Result/Impact: Increase student achievement/growth in mathematics

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Pay Teachers to tutor students weekly. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers Administrators **Date(s) / Timeframe:** on going **Collaborating Departments:** Math **Delivery Method:** In Person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6116-XXX-180-11-313-000000- - $4,750				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Purchase Instructional supplies and materials to advance student growth. **Intended Audience:** Teachers, Students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On Going **Collaborating Departments:** None **Delivery Method:** In Person **Funding Sources:** Additional Instructional Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-180-11-313-000000- - $8,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

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 Grade 2 - Grade 5 students who Meet or Exceed projected growth on MAP Growth by 15% by May 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1: Teachers will implement a classroom growth tracker for all students and conduct monthly celebrations for students who show growth within that month.

Strategy's Expected Result/Impact: Increase the number of students who are at or above grade level as measured by Dreambox from 4% to 20%

Staff Responsible for Monitoring: Teachers. Instructional Coaches, Admin

Title I:
2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.
Problem Statement 2: According to TEA Diagnostic, 60% of 2-5 classroom teachers are not demonstrating rigorous instruction that cognitively engage students. **Root Cause**: The Leadership Team needs a systemic process to support teachers in Planning, DDI, and execution of the lesson.

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 by 15% by May 2025.

High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1: Provide Professional Development on Lesson Rigor & Alignment, Differentiation and Lesson Extension.

Strategy's Expected Result/Impact: Increase the number of students scoring at Meets and Masters on STAAR Reading

Staff Responsible for Monitoring: Teachers
Administrators
Campus Instructional Coaches

Title I:
2.4
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Provide Professional Development on LAFA and Paul Bambrick Data Meeting Protocol. Purchase Driven by Data 2.0 Books for Campus Book study. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators Campus Instructional Coaches District Instructional Specialist **Date(s) / Timeframe:** First Quarter: August - November. **Collaborating Departments:** Literacy Department **Delivery Method:** In Person **Funding Sources:** Purchase book Driven By Data 2.0 for Core Staff - BASIC (199 PIC 11) - 199-11-6399-XXX-180-11-313-000000- - $1,800				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Extend learning for GT students to promote attainment of academic goals, including Meets/Masters achievement on STAAR.

Strategy's Expected Result/Impact: GT Students will meet growth markers on STAAR.

Staff Responsible for Monitoring: Teachers
Administrators

Title I:
2.4, 2.5
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Provide Resources for GT Students that will extend lessons and offer opportunities for real world application and projects. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers District GT Staff **Date(s) / Timeframe:** On Going **Collaborating Departments:** Gifted and Talented Department **Delivery Method:** In Person **Funding Sources:** Reading materials and project supplies for GT Students - GT (199 PIC 21) - $605				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.
Problem Statement 2: According to TEA Diagnostic, 60% of 2-5 classroom teachers are not demonstrating rigorous instruction that cognitively engage students. **Root Cause**: The Leadership Team needs a systemic process to support teachers in Planning, DDI, and execution of the lesson.

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 by 15% by May 2025.

High Priority

Evaluation Data Sources: STAAR Math

Strategy 1: Provide Professional Development on LAFA and Paul Bambrick Data Meeting Protocol. Purchase Driven by Data 2.0 Books for Campus Book study.

Strategy's Expected Result/Impact: Increase number of students who score at Meets/Masters on STAAR.

Staff Responsible for Monitoring: Teachers
Administrators
Instructional Coaches

Title I:
2.4
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Provide Professional Development on LAFA and Paul Bambrick Data Meeting Protocol. Purchase Driven by Data 2.0 Books for Campus Book study. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators Campus Instructional Coaches **Date(s) / Timeframe:** August - November **Collaborating Departments:** Math **Delivery Method:** In Person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6321-XXX-180-11-313-000000- - $1,800				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to TEA Diagnostic, 60% of 2-5 classroom teachers are not demonstrating rigorous instruction that cognitively engage students. **Root Cause**: The Leadership Team needs a systemic process to support teachers in Planning, DDI, and execution of the lesson.

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 _30_% to 25__% by May 2025.

Evaluation Data Sources: Focus Data

Strategy 1: Implement a schoolwide classroom daily attendance incentive program.
(Monday Madness, Six Weeks Perfect Attendance Party, Weekly attendance punch card drawings, etc.)

Strategy's Expected Result/Impact: Reduce chronic absenteeism by 8-10 % and increase our ADA to 95% or higher.

Staff Responsible for Monitoring: Attendance Clerk, Teachers, Admin

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 84% of WHES 2-5 Teachers believe the student mobility rate has Some, Quite a bit, or a Tremendous impact on teaching and learning. **Root Cause**: Teachers struggle with differentiating lessons to close the gaps for transient 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 2: Decrease the number of out of school suspensions for African American students (gender, race, program, other) from 32_ to 15_ by May 2025.

Evaluation Data Sources: FWISD Focus

Strategy 1: Student Support Team will implement strategies to reinforce self/emotional regulation with students.

Strategy's Expected Result/Impact: Students will use strategies to help them self regulate their emotions instead of disrupting the learning environment.

Staff Responsible for Monitoring: Student Support Team
Administrators

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Counselor will attend Professional Development to refine skills for Emotional Regulation along with other skills needed to enhance the learning environment and perception of our school. **Intended Audience:** Students, Teachers, Parents **Provider / Presenter / Person Responsible:** Counselor **Date(s) / Timeframe:** September - December **Collaborating Departments:** Counseling Department **Delivery Method:** In Person/ Virtual **Funding Sources:** Professional Development for Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6411-XXX-180-99-313-000000- - $2,350				

Action Step 2 Details	Reviews			
	Formative		Summative	
Action Step 2: Purchase supplies the counselor will need to encourage and assist students with emotional regulation and other student needs.	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Counselor **Date(s) / Timeframe:** On going **Collaborating Departments:** None **Delivery Method:** In Person **Funding Sources:** Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-180-99-313-000000- - $4,750				

Action Step 3 Details	Reviews			
	Formative		Summative	
Action Step 3: Counselor will assist with students during morning arrivals and after dismissal to prevent student gatherings/misconduct during unsupervised times.	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Counselor Administrators **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** N/A **Delivery Method:** In Person **Funding Sources:** Extra Duty Pay for Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6116-XXX-180-99-313-000000- - $2,000				

Action Step 4 Details	Reviews			
	Formative		Summative	
Action Step 4: Upgrade Peace Room for students who need to visit and Calm/Removal Room for students who are removed due to severe disruption of the learning environment.	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Counselor, Student Support Administrator **Date(s) / Timeframe:** On Going **Collaborating Departments:** None **Delivery Method:** In Person **Funding Sources:** Furniture for Peace and Calm/Removal Rooms - UNDISTRIBUTED (199 PIC 99) - 199-31-6398-XXX-180-99-313-000000- - $4,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: According to our 2023 campus survey, about 55% of staff expressed either no trust or a limited trust between staff and administrators. **Root Cause**: Campus systems that build trust between teachers and admin were not a focus for our Campus Leadership Team.

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: Build a more positive learning environment that promotes trust between Teachers and Administrators.

High Priority

Evaluation Data Sources: District or Campus Survey

Strategy 1: Foster an environment of Trust between Teachers and Administrators.

Strategy's Expected Result/Impact: Higher level of trust and collaboration between teachers and administrators.

Staff Responsible for Monitoring: Administrators

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Collaborate with a Consultant to bridge the communication gap by gathering and disseminating data in a trusting environment and to lead the campus plan that fosters an environment of trust with teacher/Admin input. **Intended Audience:** Teachers Administrators **Provider / Presenter / Person Responsible:** Consultant **Date(s) / Timeframe:** August-November **Collaborating Departments:** N/A **Delivery Method:** In Person **Funding Sources:** Consultation for Administrator and Teachers - UNDISTRIBUTED (199 PIC 99) - 199-13-6291-XXX-180-99-313-000000- - $3,250				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 2: Campus Leadership Team will create and Implement a Tiered Behavioral System during BOY and review periodically during the school year.

Strategy's Expected Result/Impact: Teachers and Administrators will understand and apply the Campus Protocol for addressing student misbehavior.

Staff Responsible for Monitoring: Campus Leadership Team

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

Problem Statements: School Processes & Programs 1

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on TEA Diagnostic, Teachers don't have a clear understanding of the school wide expectations for the implementation of the Tiered Behavioral System. **Root Cause**: Admin/SSt Meetings were inconsistent during first semester which is a level of accountability because of the review of MTSS and Student Behavior data
Perceptions
Problem Statement 1: According to our 2023 campus survey, about 55% of staff expressed either no trust or a limited trust between staff and administrators. **Root Cause**: Campus systems that build trust between teachers and admin were not a focus for our Campus Leadership Team.

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

Performance Objective 4: Increase Parent Engagement and Participation in Campus Student Events

High Priority

Evaluation Data Sources: Parent Sign In Sheets

Strategy 1: Host Monthly Academic/Specials Themed Events so Parents can understand the campus achievements and progress.

Strategy's Expected Result/Impact: Parent/School Collaboration and increased engagment; positive perception

Staff Responsible for Monitoring: Administrators, Teachers, Campus Leadership Team

Title I:
4.1, 4.2
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Monthly Parent Engagment Events that have both Academic and Specials Themes. **Intended Audience:** Parents, Students **Provider / Presenter / Person Responsible:** Teachers, Administrators **Date(s) / Timeframe:** Monthly **Collaborating Departments:** Core Content and Specials **Delivery Method:** In Person **Funding Sources:** Food, Incentives - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-180-30-510-000000-25F10 - $2,000				

Action Step 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2: Have Specialized Parent Events: Open House, Six Weeks Parent/Student Data Meetings, Title 1 Parent Meeting **Intended Audience:** Parents, Students **Provider / Presenter / Person Responsible:** Administrators, Teachers **Date(s) / Timeframe:** Open House & Title 1 in August/September. Parent/Student Data Meetings will be once per six weeks. **Collaborating Departments:** Core Departments, Specials **Delivery Method:** In Person **Funding Sources:** Teachers will stay after school to host Student/Parent Data Meetings - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-180-30-510-000000-25F10 - $1,270				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 84% of WHES 2-5 Teachers believe the student mobility rate has Some, Quite a bit, or a Tremendous impact on teaching and learning. **Root Cause**: Teachers struggle with differentiating lessons to close the gaps for transient 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 5: Build a more supportive classroom environment for RISE/SPED students.

High Priority

Evaluation Data Sources: Classrooms will meet the physical, educational and environmental needs of every student in RISE/SPED.
Classroom walkthrough's and ARDS.

Strategy 1: Provide Incentives and Food as specified in Students IEP's. Purchase Supplies and materials as needed for classroom instruction.

Strategy's Expected Result/Impact: Structured learning environment that meets the needs of all SPED students.

Staff Responsible for Monitoring: RISE/SPED Teachers
Administrators

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Purchase incentives and food as specified in IEP's, along with supplies and materials. **Intended Audience:** SPED/RISE students **Provider / Presenter / Person Responsible:** SPED Teachers Administrators **Date(s) / Timeframe:** On Going **Collaborating Departments:** SPED **Delivery Method:** IN PERSON **Funding Sources:** - SPED (199 PIC 23) - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Implement campus wide instructional systems that supports the implementation of differentiated instruction for special populations.

Strategy's Expected Result/Impact: Structured learning environment that meets the needs of RISE/SPED students

Staff Responsible for Monitoring: Teachers
Administrators

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Purchase specialized furniture upon request for student centered environment. **Intended Audience:** RISE/SPED students **Provider / Presenter / Person Responsible:** Teachers Administrators **Date(s) / Timeframe:** On Going **Collaborating Departments:** SPED **Delivery Method:** In person **Funding Sources:** - SPED (199 PIC 23) - $1,769				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.

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 6: Build a more supportive Instructional Environment by providing time for students to receive additional instructional support, as well as opportunities for school connections outside of academics.

High Priority

Evaluation Data Sources: Campus Documentation and Student Growth Data.

Strategy 1: Teachers will provide Afterschool tutoring for students (October, November, January and February)

Strategy's Expected Result/Impact: Students will be able to get additional help with content based on their classroom, district and state assessments.

Staff Responsible for Monitoring: Administrators, Teachers, Campus Instructional Coaches

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3, 4

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Teachers will provide afterschool tutoring for students who request additional assistance. In addition, Teachers will notify parents of students who are struggling academically to offer assistance in after school tutoring. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** October, November, January, February **Collaborating Departments:** Literacy, Math, Campus Instructional Coaches, Bilingual **Delivery Method:** In Person **Funding Sources:** Extra Duty Pay - TITLE I (211) - 211-11-6116-04E-180-30-510-000000-25F10 - $9,600				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Support Staff will provide Opportunities for students to participate in academic clubs with fun activities that encourage student participation.

Strategy's Expected Result/Impact: Students will have pride, build self esteem, make connections to staff via student clubs.

Staff Responsible for Monitoring: Staff, Administrators

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 1: Staff will Host After School Academic student Clubs for students to help tutor students and provide fun activities for them to participate in. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** WHES Staff **Date(s) / Timeframe:** October, November, January, February **Delivery Method:** In Person **Funding Sources:** - TITLE I (211) - 211-11-6121-04E-180-30-510-000000-25F10 - $3,231				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 84% of WHES 2-5 Teachers believe the student mobility rate has Some, Quite a bit, or a Tremendous impact on teaching and learning. **Root Cause**: Teachers struggle with differentiating lessons to close the gaps for transient students.

Student Learning
Problem Statement 1: According to TEA Diagnostic, teachers lacked skills for differentiating instruction and utilizing specific strategies for special populations. **Root Cause**: Campus systems does not support teacher learning, planning and implementation of differentiated instruction for special populations.
Problem Statement 3: According to the December 2023 TEA Diagnostic, students can only articulate BOY/MOY/EOY Learning goals and do not connect them to content and skills. **Root Cause**: Campus Calendar and Master Schedule did not include time to conduct structured data meetings with students and parents.

Student Learning

Problem Statement 4: According to MOY Interim assessment comparisons for 22-23 SY to 23-24 SY, our African American Students have an 11% Gap from Hispanic population in Reading. **Root Cause**: Teachers lack training in Instructional Strategies that engage African American Students

Campus Funding Summary

TITLE I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Supplies and Incentives for Tutoring	Supplies and materials for instructional use	211-11-6399-04E-180-30-510-000000-25F10	$3,907.00
1	2	2	1	Campus Instructional Coach	Instructional Coach	211-13-6119-04E-180-30-510-000000-25F10	$74,088.00
1	2	3	1	Teacher Assistant	Title I Bilingual Teacher Assitant	211-11-6129-04E-180-30-510-000000-25F10	$26,894.00
4	6	1	1	Extra Duty Pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-180-30-510-000000-25F10	$9,600.00
4	6	2	1		Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-180-30-510-000000-25F10	$3,231.00
						Sub-Total	$117,720.00
						Budgeted Fund Source Amount	$117,720.00
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1	Food, Incentives	Snacks for parents to promote participation	211-61-6499-04L-180-30-510-000000-25F10	$2,000.00
4	4	1	2	Teachers will stay after school to host Student/Parent Data Meetings	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-180-30-510-000000-25F10	$1,270.00
						Sub-Total	$3,270.00
						Budgeted Fund Source Amount	$3,270.00
						+/- Difference	$0.00

BASIC (199 PIC 11)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	1		INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-180-11-313-000000-	$4,750.00
2	1	1	2	Additional Instructional Supplies and Materials	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-180-11-313-000000-	$8,000.00
3	1	1	1	Purchase book Driven By Data 2.0 for Core Staff	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-180-11-313-000000-	$1,800.00
3	2	1	1		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-180-11-313-000000-	$1,800.00
						Sub-Total	$16,350.00
						Budgeted Fund Source Amount	$16,350.00
						+/- Difference	$0.00

GT (199 PIC 21)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	2	1	Reading materials and project supplies for GT Students	GENERAL SUPPLIES		$605.00
						Sub-Total	$605.00
						Budgeted Fund Source Amount	$605.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	5	1	1		GENERAL SUPPLIES		$3,000.00
4	5	2	1		FURN&EQUIP < $5000		$1,769.00
						Sub-Total	$4,769.00
						Budgeted Fund Source Amount	$4,769.00
						+/- Difference	$0.00

SCE (199 PIC 24)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Pay for Teachers to tutor outside of school hours.	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-180-24-313-000000-	$2,000.00

SCE (199 PIC 24)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1	Supplemental Materials and supplies	Supplies and materials for instructional use	199-11-6399-001-180-24-313-000000-	$4,345.00
						Sub-Total	$6,345.00
						Budgeted Fund Source Amount	$6,345.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	4	1	1		Extra duty - professional development after hours	199-13-6116-001-180-25-313-000000	$1,463.00
						Sub-Total	$1,463.00
						Budgeted Fund Source Amount	$1,463.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	2	1	1	Professional Development for Counselor	GUIDANCE & COUNSELING SVC | TRAVEL - EMPLOYEE ONLY	199-31-6411-XXX-180-99-313-000000-	$2,350.00
4	2	1	2	Supplies and Materials	GUIDANCE & COUNSELING SVC | GENERAL SUPPLIES	199-31-6399-XXX-180-99-313-000000-	$4,750.00
4	2	1	3	Extra Duty Pay for Counselor	GUIDANCE & COUNSELING SVC | EXTRA DUTY - PROFESSIONAL	199-31-6116-XXX-180-99-313-000000-	$2,000.00
4	2	1	4	Furniture for Peace and Calm/Removal Rooms	GUIDANCE & COUNSELING SVC | FURN&EQUIP < $5000	199-31-6398-XXX-180-99-313-000000-	$4,000.00
4	3	1	1	Consultation for Administrator and Teachers	STAFF DEVELOPMENT | CONSULTANTS	199-13-6291-XXX-180-99-313-000000-	$3,250.00
						Sub-Total	$16,350.00
						Budgeted Fund Source Amount	$16,350.00

UNDISTRIBUTED (199 PIC 99)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$166,872.00
						Grand Total Spent	$166,872.00
						+/- 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