Fort Worth Independent School District

157 Luella Merrett Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: C

Mission Statement

We will provide a safe, inclusive learning environment that cultivates strong academic, social-emotional, and independent life-long learners while building positive community relationships.

Vision

Preparing our students to succeed for a changing tomorrow.

Core Beliefs

At Luella Merrett BE THE BEST that you can BEE..

BEE RESPONSIBLE

BEE RESPECTFUL

BEE SAFE

BEE PREPARED

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Comprehensive Needs Assessment

Revised/Approved: March 6, 2024

Demographics

Demographics Summary

Luella Merrett Elementary is located in the West side of Fort Worth Texas. Students from our school feed to Western Hills High School.

343 Hispanic students

  32 African American

  48 White

  20 2 or more races

443 Total Students

402 Economically Disadvantaged Students

340 At Risk students

214 LEP students

76 SpEd students - includes Speech, Dyslexia, RISE, SEAS and Academic Special Education,

42 GT students

We have a S.E.A.S unit and a R.I.S.E unit serving a total of 11 students

Our campus qualifies for Title I funding with academic programming for pre-kindergarten through fifth grade. Additional programming includes self-contained and inclusion special education classes.

We offer an afterschool program and have a PTA that is working to bridge our families and educators in creating an optimal learning environment for students.

100% of our staff is highly qualified, and 51% of the school's teaching staff has 11 or more years teaching experience.

Demographics Strengths

- High Teacher retention rate
- Experienced teaching staff
- Communication between parents and teachers Students' academic progress
- We have a large Hispanic population and provide Dual Language classes to support our Emergent Bilingual population in all grade levels.
- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, iPad, school supplies, school

uniforms, winter coats, etc. to those in need.
- We also provide an after school program for students in grades 3rd through 5th.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 46% of Special education in K through 5th met their Growth Goal in English MAP Reading. **Root Cause:** Teacher professional development has not targeted the co-teaching model along with common planning time with all staff.

Problem Statement 2 (Prioritized): Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school. **Root Cause:** Teachers need professional development incorporating the ELPS along with the TEKs.

Problem Statement 3 (Prioritized): 52% of ED students met their projected annual MAP Math Growth Goal. **Root Cause:** Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.

Problem Statement 4 (Prioritized): 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR. **Root Cause:** Teachers need more training and practice on how to analyze and respond to student data using DDI.

Student Learning

Student Learning Summary

Overview: MAP Growth Reading
157 - Luella Merrett ES

MAP Growth Reading (K-5) % Students Met Grade Level Norm.	ALL		Hisp		AA		W		ED		EB		SpEd	
	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23
District Overall - English	37	36	33	33	28	27	64	64	31	30	25	26	18	17
District Overall - Spanish	45	43	46	43	10	5	31	26	45	43	46	44	19	21
My Campus - English	40	36	39	35	31	35	47	39	38	32	34	29	8	10
My Campus - Spanish	60	50	60	50	0	0	0	0	59	50	59	49	23	25
Grade KG - English	56	44	60	44	0	40	85	80	54	38	0	0	0	37
Grade KG - Spanish	81	64	81	64	0	0	0	0	77	63	83	64	50	0
Grade 01 - English	47	25	45	33	33	40	44	11	47	23	75	50	11	0
Grade 01 - Spanish	76	52	76	54	0	0	0	0	76	52	75	51	50	66
Grade 02 - English	24	26	22	21	33	33	30	42	19	17	15	10	0	7
Grade 02 - Spanish	42	36	43	36	0	0	0	0	41	37	43	36	0	20
Grade 03 - English	42	41	44	41	66	40	25	40	38	39	36	29	15	10
Grade 03 - Spanish	59	53	59	53	0	0	0	0	60	51	57	51	20	20
Grade 04 - English	33	41	33	39	27	33	50	40	33	40	31	39	0	0
Grade 04 - Spanish	56	60	56	60	0	0	0	0	54	60	57	75	0	0
Grade 05 - English	52	40	53	41	28	28	100	42	52	38	50	41	12	0
Grade 05 - Spanish	53	20	53	20	0	0	0	0	55	20	51	0	33	0

- SpEd and White subgroups showed struggles in the lower grades compared to last year.
- 4th grade did not score as well as last year at this time.

- Our Overall campus growth numbers were generally better than the district's except for our White and SpEd student sub groups.

- The growth in 5th Grade was in the double digits except for the African American subgroup

Overview: MAP Growth Math
157 - Luella Merrett ES

MAP Growth Math (K-5) % Students Met Grade Level Norm.	ALL		Hisp		AA		W		ED		EB		SpEd	
	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23
District Overall - English	39	35	37	33	26	22	66	63	33	29	33	29	21	19

District Overall - Spanish	37	36	37	36	25	33	46	46	36	36	37	37	19	22
My Campus - English	43	40	43	41	28	29	63	48	41	38	42	44	16	16
My Campus - Spanish	62	44	62	44	0	0	0	0	62	45	61	45	28	0
Grade KG - English	65	47	60	48	50	20	100	80	63	44	0	25	0	37
Grade KG - Spanish	77	54	77	54	0	0	0	0	77	56	77	54	50	0
Grade 01 - English	50	37	37	37	33	0	77	50	44	35	25	38	33	33
Grade 01 - Spanish	56		56		0		0		56		55		25	
Grade 02 - English	41	47	40	45	33	33	46	71	39	44	39	50	18	15
Grade 03 - English	42	35	42	39	33	0	50	40	41	32	40	37	23	9
Grade 03 - Spanish	25	0	25	0	0	0	0	0	33	0	33	0	0	0
Grade 04 - English	24	32	32	35	0	66	25	20	21	30	29	42	0	0
Grade 04 - Spanish	60		60		0		0		60		60		0	
Grade 05 - English	50	46	55	47	57	57	100	28	49	46	59	51	0	12
Grade 05 - Spanish		0		0		0		0		0		0		0

Overall, our Campus scores were higher than the district in both English and Spanish, except for our White and SpEd subgroups.

Each Grade level generally showed growth from last year's MOY except for 2nd and 4th Grade.

Student Learning Strengths

- Our Overall campus growth numbers were generally better than the district's except for our White and SpEd student sub groups.

- The growth in 5th Grade was in the double digits except for the African American subgroup

- Overall, our Campus scores were higher than the district in both English and Spanish, except for our White and SpEd subgroups.

- Each Grade level generally showed growth from last year's MOY except for 2nd and 4th Grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR. **Root Cause:** Teachers need more training and practice on how to analyze and respond to student data using DDI.

Problem Statement 2 (Prioritized): 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR. **Root Cause:** Teachers need more training and practice on how to analyze and respond to student data using DDI.

School Processes & Programs

School Processes & Programs Summary

In the 23-24 school year, weekly 50 minute PLCs were implemented weekly and with consistency. PLC's focuses included implementing DDI and Weekly Planning Meetings, analyzing student learning, sharing instructional practices, analyzing data, identifying targeted TEKS, and professional development with Lexia. Teachers have the opportunity every month during a PLC to update MTSS interventions and identify students in need of further support.

Established an attendance committee that met every six weeks to identify chronically absent students. Students with perfect attendance for the six weeks were celebrated at parties, and individual classes traacked their classroom attendance for a reward, attendance recovery opportunities were provided for chronically absent students.

We have held regular Administrative Team meetings as well as Instructional Leadership Team meetings throughout the year.

Tutoring opportunities were provided to students beginning in March with after school, campus-based tutoring based on student data.

In the 24-25 school year we will focus on continuing the 50 minute weekly PLCs with a focus on DDI, analyzing student learning/performance data, identifying linguistic supports and scaffolds to support quality Tier 1 instruction.

Administration will focus on providing teachers with consistent feedback and coaching in PLCs , face-to-face conversations, and through walk-throughs.

School Processes & Programs Strengths

PLCs were conducted weekly with fidelity in grades K through 5 to support data driven instruction.

Data meetings after every testing cycle were held in K through 5 PLCs.

Teachers in K-5 implemented Lexia and began tracking student usage and progress through Units.

Attendance was monitored by teachers more frequently this year.

Parent Teacher conferences were conducted at the beginning of the year and the middle of the year to discuss student data and progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause:** We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

Problem Statement 2 (Prioritized): Our average daily attendance is 93.51% for the 2023-2024 school year.   **Root Cause:** School does not have a consistent system to target chronically absent students and conduct home visits.

Problem Statement 3 (Prioritized): 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause:** Teachers need more training and practice on how to analyze and respond to student data using DDI.

Perceptions

Perceptions Summary

In the 23-24 school year the campus focused on strengthening school culture and climate, revised the campus mission statement (We will provide a safe, inclusive learning environment that cultivates strong academic, social-emotional, and independent life long learners while building positive community relationships). and vision (Preparing our students to succeed for a changing tomorrow) in collaboration with teachers and staff.

Faculty and staff have a shared focus on collaboration and moving the campus in a positive direction both academically and culturally.

The campus has created positive learning environment among students and staff by utilizing PBIS, and by celebrating both teacher and student achievements.

Teachers nominate student of the month, and Bee tickets for students who meet or exceed school wide expectations and they are recognized throughout the school year.

Luella Merrett has prioritized family and community partnership. More than 12 community events have been held on campus including celebrations for Black History Month and Hispanic Heritage Month, parent newsletter is sent monthly, and social media outlets are up to date with current events. We have also held more parent meetings to identify student needs, and encouraged more parent participation in the classroom by introducing our parent of the month with most parents completing a parent volunteer application during our fall Open House. Open houses were held by grade level to allow parents with students in multiple grade levels the opportunity to meet all of of the teachers their student(s) would be working with.

In the 24-25 school year Luella Merrett will continue to focus on building a positive school climate through PBIS, community partnerships, and will target parent partnerships with a focus on academics.

We will continue to work on the overall improvement of school facilities and appearance.

Perceptions Strengths

Implementation of PBIS, events such as Donuts with Dad, Muffins with Mom and cultural celebrations have been very successful with huge turnouts and positive responses from families and community, Super Bee tickets are implemented weekly, monthly recognitions of Student of the Month and Perfect Attendance parties, community partnership with our neighbor Freedom Church, regular parent contact through social media, and teacher collaboration. Open houses were held by grade level to allow parents with students in multiple grade levels the opportunity to meet all of of the teachers their student(s) would be working with.

In the 24-25 school year we will work on improving our campus facilities and appearance, and continue working on the partnerships and community relationships that we have cultivated this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 17% of students had failing courses during the 23-24 school year   **Root Cause:** There is a need for more parent partnership opportunities that target parent education with a focus on the parents of these struggling students.

Problem Statement 2 (Prioritized): Only 4 parents are active in our PTA despite a high percentage of parent involvement in community events and activities   **Root Cause:** PTA outreach is limited and opportunities for working parents are not highlighted and encouraged to increase membership and participation.

Problem Statement 3 (Prioritized): 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause:** Teachers need more training and practice on how to analyze and respond to student data using DDI.

Priority Problem Statements

Problem Statement 1: Only 46% of Special education in K through 5th met their Growth Goal in English MAP Reading.
Root Cause 1: Teacher professional development has not targeted the co-teaching model along with common planning time with all staff.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school.
Root Cause 2: Teachers need professional development incorporating the ELPS along with the TEKs.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal.
Root Cause 3: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Only 4 parents are active in our PTA despite a high percentage of parent involvement in community events and activities
Root Cause 4: PTA outreach is limited and opportunities for working parents are not highlighted and encouraged to increase membership and participation.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math
Root Cause 5: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR.
Root Cause 6: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.
Root Cause 7: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Our average daily attendance is 93.51% for the 2023-2024 school year.
Root Cause 8: School does not have a consistent system to target chronically absent students and conduct home visits.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

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 _85_% to _95_% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from _95_% to _95_% by May 2025.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _88_% to _90_% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction for all students using the Teaching Strategies from Creative Curriculum and alignment to the Pre-K Guidelines.

Strategy's Expected Result/Impact: 95% of students will be identified as On Track for Kindergarten readiness according to CLI/Circle data.
Progress monitoring: Circle test and GOLD assessment system

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.5

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Bi-weekly PLCs will be used to provide planning support for Tier 1 instruction, data analysis, and lesson acceleration strategies as needed.	Formative		Summative	
Intended Audience: PreK teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, IC, and Administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Early Learning				
Delivery Method: Bi-weekly PLCs				

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, program standards, and creative curriculum implementation.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: PreK teachers **Provider / Presenter / Person Responsible:** Teachers, IC, and Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Early Learning **Delivery Method:** Face-to-face and Strive **Funding Sources:** UA - TITLE I (211) - 211-11-6399-04E-157-30-510-000000-25F10 - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 2: All PreK teachers will progress monitor using GOLD assessment system as a data tracker to ensure that at least 95% of all PreK students make progress on phonological awareness.

Strategy's Expected Result/Impact: 95% of students will be On Track for Kindergarten Readiness according to CLI/Circle data.

Progress Monitor: CLI data and GOLD assessment system

Staff Responsible for Monitoring: Teachers, IC and Administrators

Title I:
2.6

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide the teachers with time to implement the GOLD assessment system to monitor student progress in phonological awareness.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: PreK teachers **Provider / Presenter / Person Responsible:** Administrators and IC **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Early Learning				

Action Step 2 Details	Reviews			
	Formative		Summative	
Action Step 2: Analyze student data to identify and address gaps in phonological awareness skills , identify Tier 2 and 3 supports and develop plans for reteaching.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: PreK teachers				
Provider / Presenter / Person Responsible: IC and Administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Early Learning				
Delivery Method: Campus PLCs				
Funding Sources: Supplies and Material Pre-K - BASIC (199 PIC 11) - 199-11-6399-XXX-157-11-313-000000- - $1,500				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

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 _55_% to _70_% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from _53_% to _70_% by May 2025.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _16_% to _50_% by May 2025.

Strategy 1: Develop the capacity of General Program and Dual Language K-3 Literacy teachers by engaging in the Weekly Planning Meetings protocol to strengthen Tier 1 instruction and TEKS alignment.

Strategy's Expected Result/Impact: Literacy teachers will effectively deliver lessons aligned to the TEKS utilizing district curriculum as measured by walk-through observations and student work.

Progress monitoring: Lesson plans and PLC agendas

Staff Responsible for Monitoring: IC, Administrators and teachers

Title I:
2.5

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in weekly 60-minute PLCs using WPM to craft an upcoming high impact lesson, create exit tickets, and identify supplemental materials that are needed.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC and Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy **Delivery Method:** PLCs				

Action Step 2 Details	Reviews			
Action Step 2: Conduct walk-throughs to provide feedback on the delivery of the high impact lessons that are being developed	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy **Delivery Method:** walk through feedback and coaching conversations				

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

Strategy 2: Grade level teams will collaborate to identify Tier 2 and Tier 3 supports and create MTSS plans for students making limited progress to provide early intervention.

Strategy's Expected Result/Impact: Students not meeting their growth goals will make progress toward grade level expectations.

Progress Monitoring: MAP Fluency, Branching Minds documentation

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.6

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: One PLC each month will be used for MTSS to discuss student data and Tier 2/Tier 3 supports.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** MTSS **Delivery Method:** In PLCs **Funding Sources:** Supplies and Materials AT-Risk - SCE (199 PIC 24) - 199-11-6399-001-157-24-313-000000- - $2,205				

Action Step 2 Details	Reviews			
Action Step 2: Create a master schedule that allows for time for teachers to provide Tier 2 and Tier 3 supports during the school day.	**Formative**		**Summative**	
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, IC, Administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: MTSS				
Delivery Method: in PLCs				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal.   **Root Cause**: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.

Student Learning
Problem Statement 1: 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

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 _50_% to _70_% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from _64_% to _75_% by May 2025.

Increase the percentage of Economically Disadvantaged students or group that is most marginalized by instruction on our campus (gender, race, program, other) from _51_% to _70_% by May 2025.

Strategy 1: Teachers will improve the quality of Tier 1 instruction for all students by creating learning and language objectives aligned to the TEKS and ELPS.

Strategy's Expected Result/Impact: Students will meet or exceed projected growth in MAP growth through instruction aligned to the TEKS and the ELPS

Progress Monitoring: Data trackers, lesson plans, and walk-throughs

Staff Responsible for Monitoring: Administrators, IC

Title I:
2.4

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in weekly 60-minute PLCs using WPM to craft an upcoming high impact lesson, create exit tickets, and identify supplemental materials that are needed.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy and Bilingual **Delivery Method:** in PLCs **Funding Sources:** Supplies and Materials GT - GT (199 PIC 21) - $739				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will receive training and support materials to facilitate the integration of the ELPS into learning objectives for content area instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** IC, Administrators, Teachers **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy and Bilingual **Delivery Method:** In person through campus training and PLCs **Funding Sources:** Supplies and Materials Bilingual - BEA (199 PIC 25) - 199-11-6399-001-157-25-313-000000 - $1,560				

Action Step 3 Details	Reviews			
Action Step 3: Conduct walk -throughs to provide feedback on the integration of the ELPS in content area instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy and Bilingual **Delivery Method:** Walk-through data and coaching conversations				

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

Strategy 2: Develop a campus data tracking system that includes grade level, teacher level, and individual student level data tracking that captures MAP Growth

Strategy's Expected Result/Impact: All teachers and students will have a clear understanding of their data and growth goals

Progress Monitoring: MAP data and tracking sheets

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.6

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			

Action Step 1: Students will have individual data tracking folders and teachers will be provided with uninterrupted time to discuss data and goals with students.
    Intended Audience: Teachers and Students
    Provider / Presenter / Person Responsible: Teachers, IC, Administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Literacy
    Delivery Method: In person student/teacher conferencing
	Formative		Summative	

	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			

Action Step 2: Title 1 teacher will track and monitor campus MAP data and help identify students that are not meeting growth goals.
    Intended Audience: Title 1 teacher, classroom teachers
    Provider / Presenter / Person Responsible: Title 1 teacher, IC and administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Literacy
    Delivery Method: In person data meetings
 	
    Funding Sources: Title 1 Teacher Position - TITLE I (211) - 211-11-6119-04E-157-30-510-000000-25F10 - $69,525
	Formative		Summative	

	Nov	Jan	Mar	June

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

Strategy 3: Teachers will engage DDI protocols through their weekly PLCs to analyze student work, and plan for reteaching based on identified student learning gaps.

Strategy's Expected Result/Impact: Student objective mastery will increase as a result of the targeted reteach

Progress Measure: Student work and exit tickets

Staff Responsible for Monitoring: IC, Administrators, Teachers

Title I:
2.6

Problem Statements: Demographics 4 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Establish PLC expectations as well as review of DDI protocol with teachers and staff involved.	Formative		Summative	
Intended Audience: Teachers and staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: IC, Administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Literacy				
Delivery Method: in person				

Action Step 2 Details	Reviews			
Action Step 2: Conduct walk-throughs to provide feedback on the implementation of the reteach plan and reassessment.	Formative		Summative	
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Literacy				
Delivery Method: Walk-through feedback and coaching conversations				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school. **Root Cause**: Teachers need professional development incorporating the ELPS along with the TEKs.
Problem Statement 4: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR. **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Student Learning
Problem Statement 1: 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR. **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Problem Statement 2: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR. **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

School Processes & Programs
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Perceptions
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

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 _80_% to _90_% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _84_% to _90_% by May 2025.

Strategy 1: All PreK teachers will progress monitor using GOLD assessment system as a data tracker to ensure that at least 95% of all PreK students make progress on math readiness.

    Strategy's Expected Result/Impact: 95% of students will be On Track for Kindergarten Readiness according to CLI/Circle data.

    Progress Monitor: CLI data and GOLD assessment system

    Staff Responsible for Monitoring: Teachers, IC, Administrators

    Title I:
    2.6

    Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Bi-weekly PLCs will be used to provide planning support for Tier 1 instruction, Data analysis, and lesson acceleration strategies as needed	**Formative**		**Summative**	

Intended Audience: Teachers
    Provider / Presenter / Person Responsible: IC, Administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Early Learning
    Delivery Method: Bi-weekly PLCs
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, program standards, and creative curriculum implementation. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Early Learning **Delivery Method:** Walk through feedback and coaching conversations	Formative		Summative	
	Nov	Jan	Mar	June

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

Strategy 2: Improve the quality of Tier 1 instruction for all students using the Teaching Strategies from Creative Curriculum and alignment to the Pre-K Guidelines.

Strategy's Expected Result/Impact: 95% of students will be identified as On Track for Kindergarten readiness according to CLI/Circle data.
Progress monitoring: Circle test and GOLD assessment system

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.5

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Bi-weekly PLCs will be used to provide planning support for Tier 1 instruction, Data analysis, and lesson acceleration as well as identify manipulatives needed to support instruction. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Early Learning **Delivery Method:** in PLCs	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Classroom walk-throughs and feedback will focus on lesson alignment to the FWISD scope and sequence, program standards, and creative curriculum implementation.	**Formative**		**Summative**	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Early Learning **Delivery Method:** Walk through feedback and coaching conversations	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal.　**Root Cause**: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.

School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math　**Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from _52_% to _70_% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _42_% to _60_% by May 2025.

Strategy 1: Develop the capacity of General Program and Dual Language Math teachers by engaging in the Weekly Planning Meetings protocol to strengthen Tier 1 instruction and TEKS alignment.

> **Strategy's Expected Result/Impact:** Math teachers will effectively deliver lessons aligned to the TEKS utilizing district curriculum as measured by walk-through observations and student work.
>
> Progress monitoring: Lesson plans and PLC agendas
>
> **Staff Responsible for Monitoring:** IC, Administrators and teachers
>
> **Title I:**
> 2.4
>
> **Problem Statements:** Demographics 4 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in weekly 60-minute PLCs using WPM to craft an upcoming high impact lesson, create exit tickets, and identify supplemental materials that are needed.	Formative		Summative	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Math **Delivery Method:** PLCs	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Conduct walk-throughs to provide feedback on the delivery of the high impact lessons that are being developed.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Math **Delivery Method:** Walk through feedback and coaching conversations **Funding Sources:** Technology Admin Team - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-157-99-313-000000- - $5,000				

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

Strategy 2: Grade level teams will collaborate to identify Tier 2 and Tier 3 supports and create MTSS plans for students making limited progress to provide interventions

Strategy's Expected Result/Impact: Students not making growth goals will make progress toward grade level expectations.

Progress Monitoring: MAP Growth and Branching Minds documentation

Staff Responsible for Monitoring: Teachers, IC, and Administrators

Title I:
2.6

Problem Statements: Demographics 1, 3

Action Step 1 Details	Reviews			
Action Step 1: One PLC each month will be used for MTSS to discuss student data and Tier 2 and Tier 3 supports.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** MTSS **Delivery Method:** In PLCs **Funding Sources:** General Supplies and Instructional Materials SPED - SPED (199 PIC 23) - $1,381				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will receive training on Dream Box to support acceleration.	Formative		Summative	
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Dream Box personnel				
Date(s) / Timeframe: 1st six weeks				
Collaborating Departments: Math				
Delivery Method: in person				

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

Strategy 3: Improve the quality of Tier 1 math instruction for all students through internalization of modules in Eureka, and create learning objectives aligned to the rigor of the TEKS.

Strategy's Expected Result/Impact: Students will meet or exceed expected MAP Growth through instruction aligned to the TEKS and curriculum.

Staff Responsible for Monitoring: Teachers, IC, Administrator

Title I:
2.4

Problem Statements: Demographics 2, 4 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will write lesson objectives aligned to the TEKS and provided with time for building IPCs.	Formative		Summative	
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, IC and administrators				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Math				
Delivery Method: face to face				
Funding Sources: Planning Pull-Out - SPED (199 PIC 23) - $2,000				

Action Step 2 Details	Reviews			
Action Step 2: Special education teachers will attend planning days and PLCs with the content area teachers to identify resources and supports to facilitate Tier 1 instruction for Special education students.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Special education and regular education teachers **Provider / Presenter / Person Responsible:** teachers, IC and administration **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Math **Delivery Method:** PLCs and face to face				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 46% of Special education in K through 5th met their Growth Goal in English MAP Reading.   **Root Cause**: Teacher professional development has not targeted the co-teaching model along with common planning time with all staff.
Problem Statement 2: Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school. **Root Cause**: Teachers need professional development incorporating the ELPS along with the TEKs.
Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal.   **Root Cause**: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.
Problem Statement 4: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

Student Learning
Problem Statement 1: 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Problem Statement 2: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

School Processes & Programs
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

Perceptions
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

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 _37_% to _60_% by May 2025.
Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _23_% to _40_% by May 2025.

Strategy 1: Develop the capacity of General Program and Dual Language 3-5 Literacy teachers by engaging in the Weekly Planning Meetings protocol to strengthen Tier 1 instruction and TEKS alignment.

> **Title I:**
> 2.4
>
> **Problem Statements:** Demographics 2, 3

Action Step 1 Details			Reviews			
Action Step 1: Teachers will engage in weekly 60-minute PLCs using WPM to craft an upcoming high impact lesson, create exit tickets, and identify supplemental materials that are needed.			**Formative**		**Summative**	
			Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers						
Provider / Presenter / Person Responsible: Teachers, IC, Administrators						
Date(s) / Timeframe: August 13, 2024 to May 22, 2025						
Collaborating Departments: Literacy, Math, Science						
Delivery Method: Face-to-face						

Action Step 2 Details			Reviews			
Action Step 2: Conduct walk-throughs to provide feedback on the delivery of the high impact lessons that are being developed.			**Formative**		**Summative**	
			Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers						
Provider / Presenter / Person Responsible: Administrators						
Date(s) / Timeframe: August 13, 2024 to May 22, 2025						
Collaborating Departments: Literacy and Strive						
Delivery Method: Walk through feedback and coaching conversations						

Strategy 2: Students will be provided with opportunities to interact with self selected texts to increase fluency and comprehension through increased library time and the purchase of AR.

Strategy's Expected Result/Impact: Students will have more time to read self selected texts therefore improving either fluency and reading comprehension.

Progress Monitoring: AR and MAP

Staff Responsible for Monitoring: Librarian and administrators

Title I:
2.5

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Library will be a part of the Special rotation to provide additional time that students are actively engaged in reading and building fluency and comprehension.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** LIbrarian **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** LIteracy **Delivery Method:** Face to face **Funding Sources:** Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-157-99-313-000000- - $3,000				

Action Step 2 Details	Reviews			
Action Step 2: The Accelerated Reading (AR) program will be utilized to increase student motivation, accountability and tracking of engagement in reading self selected texts.	**Formative**		**Summative**	
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers, Librarian **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Literacy **Delivery Method:** Face to face **Funding Sources:** Accelerated Reading Program (AR) - BASIC (199 PIC 11) - 199-11-6399-XXX-157-11-313-000000- - $2,800	**Nov**	**Jan**	**Mar**	**June**

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

Strategy 3: Grade level teams will collaborate to identify students not making expected growth to provide early intervention.

Strategy's Expected Result/Impact: Students not meeting their growth goals will make progress toward grade level expectations.

Progress Monitoring: Interim assessments, Branching Minds documentation, MAP growth projections

Staff Responsible for Monitoring: Teachers, IC, administrators

Title I:
2.6

Problem Statements: Demographics 4 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will provide after school tutoring for students identified as not meeting growth goals.	**Formative**		**Summative**	
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Beginning in 2nd six weeks **Collaborating Departments:** Literacy, MTSS **Delivery Method:** Face to face **Funding Sources:** After School Tutoring - SCE (199 PIC 24) - 199-11-6116-001-157-24-313-000000- - $3,000, After School Tutoring Title 1 - TITLE I (211) - 211-11-6116-04E-157-30-510-000000-25F10 - $5,000	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Teachers will conduct parent conferences three times over the course of the year to discuss current data and growth goals.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, parents				
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: MTSS				
Delivery Method: face to face				
Funding Sources: - TITLE I (211) - 211-61-6116-04L-157-30-510-000000-25F10 - $5,000, - UNDISTRIBUTED (199 PIC 99) - 199-12-6116-XXX-157-99-313-000000- - $3,000				

Action Step 3 Details	Reviews			
Action Step 3: Title 1 teacher will work with students not making growth goals to provide differentiated instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students				
Provider / Presenter / Person Responsible: Title 1 teacher				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: MTSS				
Delivery Method: Face to face				
Funding Sources: Technology for the Classroom and Instruction Title 1 - TITLE I (211) - 211-11-6396-04E-157-30-510-000000-25F10 - $4,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school. **Root Cause**: Teachers need professional development incorporating the ELPS along with the TEKs.
Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal. **Root Cause**: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.
Problem Statement 4: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR. **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

Student Learning
Problem Statement 1: 39% of 3rd through 5th grade students performed at the Meets level in the English Reading STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.
Problem Statement 2: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

School Processes & Programs
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

Perceptions
Problem Statement 3: 37% of 3rd through 5th grade students performed at the Meets level in the Math STAAR.   **Root Cause**: Teachers need more training and practice on how to analyze and respond to student data using DDI.

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 _29_% to _50_% by May 2025. Increase the percentage of EL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _28_% to _50_% by May 2025.

Strategy 1: Develop the capacity of General Program and Dual Language 3-5 Math teachers by engaging in the Weekly Planning Meetings protocol to strengthen Tier 1 instruction and TEKS alignment.

> **Title I:**
> 2.4
>
> **Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			

Action Step 1: Teachers will engage in weekly 60-minute PLCs using WPM to craft an upcoming high impact lesson, create exit tickets, and identify supplemental materials that are needed.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Teachers, IC and Administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Math
    Delivery Method: PLCs
 	
    Funding Sources: Supplies and Material Title 1 - TITLE I (211) - 211-11-6399-04E-157-30-510-000000-25F10 - $1,115, Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-157-99-313-000000- - $3,850
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: Conduct walk-throughs to provide feedback on the delivery of the high impact lessons that are being developed.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Math
    Delivery Method: walk through feedback and coaching conversations
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details		Reviews			
Action Step 3: Teachers will be provided with Unit specific math manipulatives and materials to support Tier 1 instruction.		Formative		Summative	
Intended Audience: Teachers		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, IC, Administrators					
Date(s) / Timeframe: August 13, 2024 to May 22, 2025					
Collaborating Departments: Math					
Delivery Method: Face to face					
Funding Sources: Math Manipulatives and Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-157-11-313-000000- - $2,350, Student and Classroom Technology - BASIC (199 PIC 11) - 199-11-6396-XXX-157-11-313-000000- - $3,000					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Strategy 2: Develop a campus data tracking system that includes grade level, teacher level, and indivudiaul student level data tracking that captures interim data.

Title I:
2.6

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Students will have individual data tracking folders and teachers will be provided with uninterrupted time to discuss data and goals with students		Formative		Summative	
		Nov	Jan	Mar	June
Intended Audience: Teachers and students					
Provider / Presenter / Person Responsible: Teachers, IC, and administrators					
Date(s) / Timeframe: August 13, 2024 to May 22, 2025					
Collaborating Departments: Math					
Delivery Method: in person student/teacher conferencing					

Action Step 2 Details	Reviews			

Action Step 2: Title 1 teacher will track and monitor campus Interim assessment data and help identify students that are not meeting growth goals.
    Intended Audience: Title 1 teachers, classroom teachers
    Provider / Presenter / Person Responsible: Title 1 teacher, IC and administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Math
    Delivery Method: in-person data meetings
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			

Action Step 3: Special education teachers will analyze data and identify materials and resources needed to support students and instruction.
    Intended Audience: Special education teachers
    Provider / Presenter / Person Responsible: IC and administrators
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Math, Special Education
    Delivery Method: face to face
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 10 EB students exited the Dual Language program in 5th grade and the remaining EB students were reclassified as Long-Team LEP in middle school. **Root Cause**: Teachers need professional development incorporating the ELPS along with the TEKs.
School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

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 17% to 9% by May 2025.
Decrease the number and percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 10% by May 2025.

Evaluation Data Sources: Focus attendance reports

Strategy 1: Campus attendance committee will develop a system to target and support chronically absent students.

Strategy's Expected Result/Impact: The number of chronically absent students will decrease

Progress Monitoring: Branching Minds, Focus attendance reports, SST Meetings

Staff Responsible for Monitoring: AP

Title I:
2.4

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2024, identify, select, and notify Campus Attendance Committee of meeting schedule for the 24-25 school year	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Branching Minds, Focus **Delivery Method:** Face to face **Funding Sources:** UA - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-157-30-510-000000-25F10 - $1,200, UA - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-157-30-510-000000-25F10 - $1,290				

Action Step 2 Details	Reviews			
Action Step 2: Campus attendance committee will meet every six weeks to review attendance reports, identify students below the 90% daily attendance, and send home communication with options for attendance restoration	Formative		Summative	
Intended Audience: Students **Provider / Presenter / Person Responsible:** Assistant Principal, Attendance committee, Teachers **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Branching Minds, Focus **Delivery Method:** Face to face	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Counselor will engage in the following daily supports: warm calls, documentation of parent contacts and follow ups, and home visits for chronically absent students	Formative		Summative	
Intended Audience: Studaents **Provider / Presenter / Person Responsible:** Counselor **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Attendance **Delivery Method:** Face to face, phone calls	Nov	Jan	Mar	June

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

Strategy 2: The attendance committee will develop an attendance playbook that will outline attendance processes and procedures.

Strategy's Expected Result/Impact: Increase average daily attendance and consistent attendance procedures

Staff Responsible for Monitoring: AP and Attendance committee

Title I:
2.4

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Use LiveSchool incentive program to reward individual student attendance. Students will receive points for being present and on time that are redeemable to purchase items at the Super Bee Store. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Attendance Committee, AP **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Attendance **Delivery Method:** Face to face		**Formative**		**Summative**	
		Nov	Jan	Mar	June

Action Step 2 Details		Reviews			
Action Step 2: The homeroom perfect attendance incentive already in place on campus will continue with the Attendance committee to determine what the class reward will be. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** AttendancebCommittee, AP **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Attendance **Delivery Method:** Face to face		**Formative**		**Summative**	
		Nov	Jan	Mar	June

Action Step 3 Details		Reviews			
Action Step 3: The committee will develop campus based actions steps with specific responses to address chronically absent students based on the number of days missed. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Attendance committee, AP **Date(s) / Timeframe:** August 13, 2024 to May 22, 2025 **Collaborating Departments:** Attendance **Delivery Method:** Face to face		**Formative**		**Summative**	
		Nov	Jan	Mar	June

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our average daily attendance is 93.51% for the 2023-2024 school year.   **Root Cause**: School does not have a consistent system to target chronically absent students and conduct home visits.

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

Performance Objective 2: Increase positive response by students to the learning environment by decreasing discipline referrals from 44 to 24 by May 2025.
Increase positive response by Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other)decreasing discipline referrals from 21 to 11 by May 2025.

Strategy 1: Improve the schoolwide implementation of Positive Behavior Intervention Systems (PBIS).

    Strategy's Expected Result/Impact: Student discipline referrals will decrease due to increased student confidence and academic improvement.

    Progress Monitoring: Focus and Grades, Branching Minds

    Staff Responsible for Monitoring: Assistant Principal

    Title I:
    4.2

    Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Create a campus wide PBIS plan to identify common area expectations (cafeteria, auditorium, hallway, etc.) and teach students expected behaviors.	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Restorative Practices				
Delivery Method: Face to face				

Action Step 2 Details	Reviews			
Action Step 2: Launch the Super Bee store to reward positive behavior and good citizenship.	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Restorative Practices				
Delivery Method: Face to Face				
Funding Sources: Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-157-99-313-000000- - $400				

Action Step 3 Details	Reviews			
Action Step 3: Continue to implement Student of the Month to recognize students that demonstrate positive behavior and citizenship.	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Assistant Principal				
Date(s) / Timeframe: August 13, 2024 to May 22, 2025				
Collaborating Departments: Restorative Practices				
Delivery Method: Face to Face				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.
Perceptions
Problem Statement 2: Only 4 parents are active in our PTA despite a high percentage of parent involvement in community events and activities   **Root Cause**: PTA outreach is limited and opportunities for working parents are not highlighted and encouraged to increase membership and participation.

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _6%__ to _3%__ by May 2025.

Strategy 1: Assistant Principal will create MTSS-B team to review students with high number of referrals, assign caseload to caseworker to provide follow up support based on SST protocol

> **Strategy's Expected Result/Impact:** Student referral numbers will decrease and students will receive supports to improve their behavior and academics.
>
> Progress Monitoring: Focus and Branching MInds Reports
>
> **Staff Responsible for Monitoring:** AP, counselor, and Community in Schools social worker
>
> **Title I:**
> 4.2
>
> **Problem Statements:** Demographics 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Conduct MTSS-B team meetings at least once each six weeks to monitor student progress and develop student support plans for students including alternative behavior interventions and supports.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Students
    Provider / Presenter / Person Responsible: Assistant Principal
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Student Discipline, MTSS
    Delivery Method: Face to face				

Action Step 2 Details	Reviews			
Action Step 2: Communities in schools social worker and counselor will conduct support groups for students at risk of suspension	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Students
    Provider / Presenter / Person Responsible: Counselor and Social Worker
    Date(s) / Timeframe: August 13, 2024 to May 22, 2025
    Collaborating Departments: Counseling, SST
    Delivery Method: Face to face				

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

Strategy 2: Align and leverage programs and resources such as Crisis Intervention Training and Restorative Practices.

Strategy's Expected Result/Impact: Decrease the number of student suspensions

Progress Monitoring: Branching Minds, Focus, MTSS

Staff Responsible for Monitoring: Assistant Principal

Title I:
2.4

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Crisis Intervention Training will be provided to all teachers and staff at the beginning of the school year.	**Formative**		**Summative**	
Intended Audience: Teachers and Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: LSSP				
Date(s) / Timeframe: Welcome back week				
Collaborating Departments: CPI				
Delivery Method: Face to face				
Action Step 2 Details	Reviews			
Action Step 2: Restorative Practices training will be provided to all teachers and staff at the beginning of the school year.	**Formative**		**Summative**	
Intended Audience: Teachers and Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor				
Date(s) / Timeframe: Welcome Back Week				
Collaborating Departments: Restorative Practices				
Delivery Method: Face to face				

Action Step 3 Details		Reviews			
Action Step 3: Implement basic components of Restorative Practices such as Respect Agreements and Reflection Sheets		Formative		Summative	
Intended Audience: Students		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers and counselor					
Date(s) / Timeframe: Throughout 24-25 school year					
Collaborating Departments: Restorative Practices					
Delivery Method: Face to face					

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Only 46% of Special education in K through 5th met their Growth Goal in English MAP Reading.   **Root Cause**: Teacher professional development has not targeted the co-teaching model along with common planning time with all staff.
Problem Statement 3: 52% of ED students met their projected annual MAP Math Growth Goal.   **Root Cause**: Teachers need additional training with the adopted curriculum and Dreambox to provide quality Tier 1, 2 and 3 instruction.
School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.

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 the number of parent and school engagement activities, both during school hours and after school, that target student achievement, a culturally responsive learning environment, and community support.

> **High Priority**
>
> **Evaluation Data Sources:** Participation logs, parent sign-up sheets.

Strategy 1: Increase parent engagement and community partnership through planned school events that target cultural proficiency and community partnerships.

> **Strategy's Expected Result/Impact:** For parents and community partners to feel welcome and have a greater sense of belonging.
> Progress Monitoring: Event calendar and sign-in sheets
>
> **Staff Responsible for Monitoring:** Principal, AP, PTA, Events and Engagement Committee
>
> **Title I:**
> 4.1, 4.2
>
> **Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Create an Events and Engagement Committee to plan, promote and prepare for school-wide events.	Formative			Summative
Intended Audience: School community	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Administrators, Counselor and Events and Engagement Committee members				
Date(s) / Timeframe: Throughout the 24-25 school year				
Collaborating Departments: NA				
Delivery Method: Face to face				

Action Step 2 Details	Reviews			
Action Step 2: Administration will meet with PTA every six weeks to discuss upcoming events and fundraisers	**Formative**		**Summative**	
Intended Audience: School community	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administrators				
Date(s) / Timeframe: Throughout the 24-25 school year				
Collaborating Departments: NA				
Delivery Method: Face to Face				

Action Step 3 Details	Reviews			
Action Step 3: Coffee with the Principal will be held once every six weeks to allow parents to join principal to discuss upcoming events, concerns, school needs, data, curriculum and updates	**Formative**		**Summative**	
Intended Audience: Parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, PTA				
Date(s) / Timeframe: Throughout the 24-25 school year				
Collaborating Departments: NA				
Delivery Method: Face to face				

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

Strategy 2: Provide parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education

Strategy's Expected Result/Impact: Parents will become better prepared to support student academic achievement
Progress Monitoring: Sign-in sheets, school calendar, report card grades

Staff Responsible for Monitoring: : Teachers, Administrators

Title I:
4.1, 4.2

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Conduct fall, winter, and spring parent/teacher conferences to provide opportunities to discuss student social emotional development, academic performance, and receive report cards. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** Throughout the 24-25 school year **Collaborating Departments:** NA **Delivery Method:** Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Conduct BOY Grade Level Parent Meetings to discuss partnerships, classroom expectations, and school policies and expectations. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** Teachers, Counselor, Administrators **Date(s) / Timeframe:** Beginning of 24-25 school year **Collaborating Departments:** NA **Delivery Method:** Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Conduct parent academy throughout the year discuss learning strategies that can be implemented at home. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** Teachers, Administration, Events and Engagement Committee **Date(s) / Timeframe:** Throughout the 24-25 school year **Collaborating Departments:** None **Delivery Method:** Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Encourage all parents to fill out the Background Check information at grade level Open House night at the beginning of the year. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** Communities in Schools Social Worker, Teachers **Date(s) / Timeframe:** Beginning of 24-25 school year **Collaborating Departments:** NA **Delivery Method:** Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

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

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: 52% of students on campus are not meeting their annual MAP Growth Goal for Reading and 48% for Math   **Root Cause**: We have not implemented a campus-wide data tracking system that facilitates regular conferencing with students K through 5 in a grade level appropriate manner.
Perceptions
Problem Statement 2: Only 4 parents are active in our PTA despite a high percentage of parent involvement in community events and activities   **Root Cause**: PTA outreach is limited and opportunities for working parents are not highlighted and encouraged to increase membership and participation.

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	UA	Supplies and materials for instructional use	211-11-6399-04E-157-30-510-000000-25F10	$5,000.00
1	3	2	2	Title 1 Teacher Position	Title I Reading/ Mathematics Teacher	211-11-6119-04E-157-30-510-000000-25F10	$69,525.00
3	1	3	1	After School Tutoring Title 1	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-157-30-510-000000-25F10	$5,000.00
3	1	3	2		Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-157-30-510-000000-25F10	$5,000.00
3	1	3	3	Technology for the Classroom and Instruction Title 1	Technology for instructional use	211-11-6396-04E-157-30-510-000000-25F10	$4,000.00
3	2	1	1	Supplies and Material Title 1	Supplies and materials for instructional use	211-11-6399-04E-157-30-510-000000-25F10	$1,115.00
						Sub-Total	$89,640.00
						Budgeted Fund Source Amount	$89,640.00
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	UA	Snacks for parents to promote participation	211-61-6499-04L-157-30-510-000000-25F10	$1,200.00
4	1	1	1	UA	Supplies and materials for parental involvement	211-61-6399-04L-157-30-510-000000-25F10	$1,290.00
						Sub-Total	$2,490.00
						Budgeted Fund Source Amount	$2,490.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	Supplies and Material Pre-K	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-157-11-313-000000-	$1,500.00
3	1	2	2	Accelerated Reading Program (AR)	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-157-11-313-000000-	$2,800.00
3	2	1	3	Student and Classroom Technology	INSTRUCTION | TECHNOLOGY < $5000	199-11-6396-XXX-157-11-313-000000-	$3,000.00
3	2	1	3	Math Manipulatives and Materials	INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-157-11-313-000000-	$2,350.00
						Sub-Total	$9,650.00
						Budgeted Fund Source Amount	$9,650.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies and Materials GT	GENERAL SUPPLIES		$739.00
						Sub-Total	$739.00
						Budgeted Fund Source Amount	$739.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	1	General Supplies and Instructional Materials SPED	GENERAL SUPPLIES		$1,381.00
2	2	3	1	Planning Pull-Out	SUBS - PROFESSIONAL		$2,000.00
						Sub-Total	$3,381.00
						Budgeted Fund Source Amount	$3,381.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Supplies and Materials AT-Risk	Supplies and materials for instructional use	199-11-6399-001-157-24-313-000000-	$2,205.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	1	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-157-24-313-000000-	$3,000.00
						Sub-Total	$5,205.00
						Budgeted Fund Source Amount	$5,205.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies and Materials Bilingual	Supplies and materials - instruction	199-11-6399-001-157-25-313-000000	$1,560.00
						Sub-Total	$1,560.00
						Budgeted Fund Source Amount	$1,560.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2	Technology Admin Team	SCHOOL LEADERSHIP | TECHNOLOGY < $5000	199-23-6396-XXX-157-99-313-000000-	$5,000.00
3	1	2	1	Library Books	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-157-99-313-000000-	$3,000.00
3	1	3	2		INSTRCTNL RES/MED SVCS | EXTRA DUTY - PROFESSIONAL	199-12-6116-XXX-157-99-313-000000-	$3,000.00
3	2	1	1	Supplies and Materials	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-157-99-313-000000-	$3,850.00
4	2	1	2	Counselor	GUIDANCE & COUNSELING SVC | GENERAL SUPPLIES	199-31-6399-XXX-157-99-313-000000-	$400.00
						Sub-Total	$15,250.00
						Budgeted Fund Source Amount	$15,250.00
						+/- Difference	$0.00

				UNDISTRIBUTED (199 PIC 99)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	$127,915.00
						Grand Total Spent	$127,915.00
						+/- 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