

Fort Worth Independent School District
111 Carter Park Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement

“We are Erasing the Opportunity Gap in our Community.”

Vision

CAMPUS VISION

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

Core Beliefs

We believe equal access and opportunity to learn is the right of every student. School curriculum and instruction must be rigorous, relevant, engaging, and provide students with multiple options and opportunities for the future.

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Comprehensive Needs Assessment

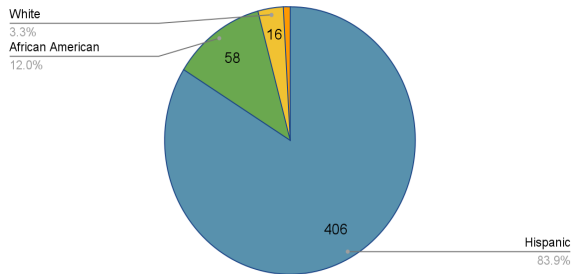
Revised/Approved: May 31, 2024

Demographics

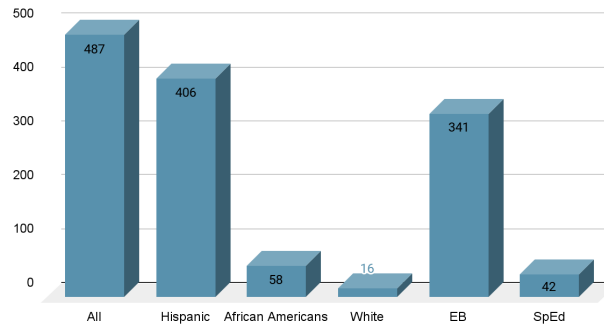
Demographics Summary

Demographics

Total: 487



Campus Enrollment



The Carter Park School community consist of 487 students, 27 teachers and 8 classroom support staff 19 campus support. The campus demographics consist of the following . The campus attendance reflects an average attendance of 94% with areas of opportunities with second and fifth grade. The campus mobility rate is 26% due to an increase in shared residency, homeless and refugee population. Current campus retention is 92 percent with most movement occurring due to relocation. All paraprofessional have met the standard qualification with a few achieving their college degree and currently working with an alternative certification program receive a teacher certification.

Demographics Strengths

Teacher Certification

Bilingual	11
General Education	21
Sped	3
SET	1
Total Teachers	32

Classroom Disposition

Bilingual Classrooms	11
General Education	10
Mixed Groups	3
Total Classrooms	24

Teacher Profile

Hispanic	15
African American	6
White	9
2 or more	2

Campus strengths includes 11 bilingual teachers, 21 general education, 3 Sped teachers to meet the academic needs of all students. Our campus provided services for students in Early Childhood Special Education (ECSE) , RISE, Dyslexia and Speech. MHMR provides a Navigator to assist students who are experiencing trauma, mental health or family support. The campus counselor supports all students and provide weekly guidance session for all classrooms. Our

Family Engagement Specialist is a crucial part of our campus staff and supports our campus with translation in 3 languages. She has been instrumental with getting the ESL and GED program with Adult ED on campus for our parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 2023-2024 school year, the African American student group have an attendance rate of 90.68 compared to ALL students at 93.47. **Root Cause:** Inadequate efforts to foster a sense of engagement within the school community including the classroom and campus.

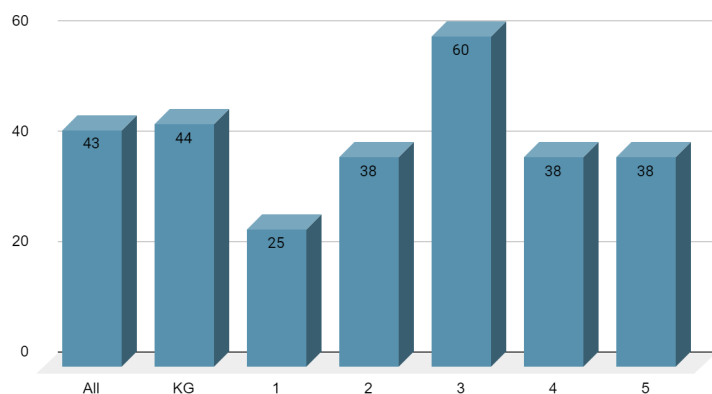
Problem Statement 2 (Prioritized): At the MOY MAP, only 38% of students in the white student group met their project growth. **Root Cause:** There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.

Problem Statement 3 (Prioritized): Only 39% of African American students met their Projected growth in MAP math. **Root Cause:** There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.

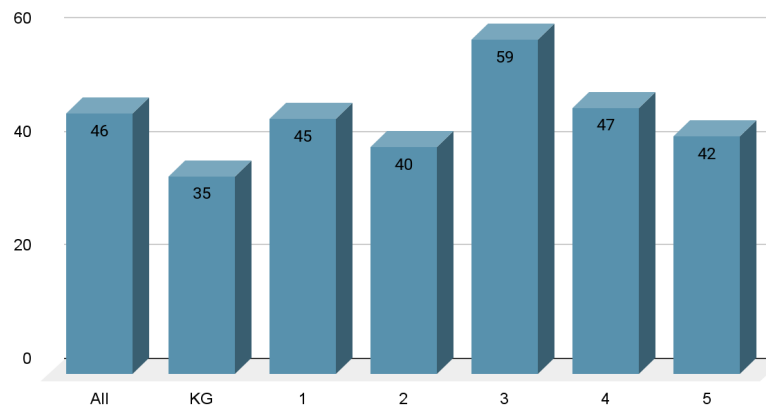
Student Learning

Student Learning Summary

MAP Growth | Reading Grade Level



MAP Growth | Math Grade Level



Campus data reflects 43% achievement in Reading at MOY and 46% achievement level in Math. Third grade general education students are performing closer to grade level in reading at 60% and math at 59%.

Student Learning Strengths

Reading/Spanish

Strength: Most students increased their Reading level from BOY to MOY. Third grade exceeded campus projected growth with 60%. AA, EB and SpEd student performance is comparable across all student groups.

Strengths: Kindergarten, 3rd and SpEd student groups met 73%-74% of projected growth.

Math

Strengths: 59% of third grade students, 47% of fourth graders, and 42% of fifth grade students met their growth goal. Highest student group reflects White and SpEd.

Strengths: 73% of Kinder students met growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 75% of our Emergent Bilingual students stayed the same or regressed in their TELPAS composite rating. **Root Cause:** The campus was unable to secure a certified bilingual teacher across all grade levels.

Problem Statement 2 (Prioritized): According to Reading MAP student growth is at the 39th percentile. **Root Cause:** Tier I instruction is not consistently aligned to the rigor of the TEKS.

Problem Statement 3 (Prioritized): According to Math MAP student growth is at the 42nd percentile. **Root Cause:** Tier I instruction is not consistently aligned to the rigor of the TEKS.

Problem Statement 4 (Prioritized): Early Childhood students Circle, TX-KEA data reflects gaps in growth in English and/or Spanish. **Root Cause:** Students are formally introduced to numbers and print in Pre K aligned to the district curriculum.

School Processes & Programs

School Processes & Programs Summary

Campus provides Tier I instruction, Grade Level content and a WIN intervention block for all grade levels. Teachers provide instruction using FWISD approved curriculum and supplemental resources;

- Creative Curriculum
- Amplify
- Eureka
- Core 5
- Dreambox
- Lead4ward
- STAAR Release

Lead4ward, high leverage TEKS, Data Driven instruction using STAAR Release passages, problems, questions and responses.

Assessment: Unit Assessment, Interim Assessment, MAP, CliEngage

School Processes & Programs Strengths

- Teachers will continue with small groups and targeted High leverage TEKS instruction using Lead4ward Resources
- Implement Best Practices for ESL students with Habits of Discussion.
- Continue support and Instructional Walks with Early Childhood, Bilingual, Math and Literacy dept.
- Continue ILT walks with Feedback and Coaching Conversations on Best Practices.
- Bi -weekly planning sessions with Network Instructional Coaches for Math and Reading.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 33% of grade level students showed high growth according to MAP. **Root Cause:** Minimal planning and preparation caused teachers to fall behind in pacing, resulting in students being able to fully master all standards.

Problem Statement 2 (Prioritized): 3-5 Math Interim data reflects 31% of students performing at the approaches level which is below the 85% district goal. **Root Cause:** There is a lack of understanding of the planning process to ensure alignment to the rigor of the TEKS with the use of HQIM resources.

Problem Statement 3 (Prioritized): 60% of Emergent Bilingual students had low growth (below the 50th percentile) on MAP Reading Spanish. **Root Cause:** Campus Emergent Bilingual classrooms were over the ratio of 22 to 1 creating a lack of consistency in small group instruction to meet the needs of Emergent Bilingual students..

Perceptions

Perceptions Summary

Staff retentions reflects an average of 92%. Most staff remain on campus due to location and relationships with the community. Family Engagement Specialist feedback reflects parents are please with the campus in general and feel the campus is a safe place overall. Parents attend Field trips, eat lunch and participate in campus activities.

- SBDM,
- Literacy Night
- Family Museum Night
- Field Day
- Zero to Four Program
- ESL and GED evening classes

Currently recruiting families for the Parent Teacher Organization (PTO)

Perceptions Strengths

Campus strength includes a data driven collaborative environment which focuses on students achievements. Campus provides professional development in all core categories to support Tier I instruction and student achievement.

- Eureka
- Amplify
- Bilingual
- ESL
- Science
- MTSS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of instructional ownership of student performance on Circle, TX-KEA, MAP, Interim and STAAR data. **Root Cause:** Staff perception of students academic abilities not aligned with High leverage TEKS expectations.

Problem Statement 2 (Prioritized): 100% increase in parent and community participation and 4% increase in overall attendance rate for the campus confirms that FES is a high priority need for the campus. **Root Cause:** Volunteer tracking and PTO confirms significant increase began occurring when FES position was created.

Problem Statement 3 (Prioritized): According to campus climate survey 36% of students do not feel challenged, supported or engaged. **Root Cause:** Lack of teacher/student relationships to meet culturally responsive need of all students.

Priority Problem Statements

Problem Statement 1: In the 2023-2024 school year, the African American student group have an attendance rate of 90.68 compared to ALL students at 93.47.

Root Cause 1: Inadequate efforts to foster a sense of engagement within the school community including the classroom and campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 75% of our Emergent Bilingual students stayed the same or regressed in their TELPAS composite rating.

Root Cause 2: The campus was unable to secure a certified bilingual teacher across all grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 33% of grade level students showed high growth according to MAP.

Root Cause 3: Minimal planning and preparation caused teachers to fall behind in pacing, resulting in students being able to fully master all standards.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: At the MOY MAP, only 38% of students in the white student group met their project growth.

Root Cause 4: There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Only 39% of African American students met their Projected growth in MAP math.

Root Cause 5: There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Lack of instructional ownership of student performance on Circle, TX-KEA, MAP, Interim and STAAR data.

Root Cause 6: Staff perception of students academic abilities not aligned with High leverage TEKS expectations.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to Reading MAP student growth is at the 39th percentile.

Root Cause 7: Tier I instruction is not consistently aligned to the rigor of the TEKS.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: According to Math MAP student growth is at the 42nd percentile.

Root Cause 8: Tier I instruction is not consistently aligned to the rigor of the TEKS.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 3-5 Math Interim data reflects 31% of students performing at the approaches level which is below the 85% district goal.

Root Cause 9: There is a lack of understanding of the planning process to ensure alignment to the rigor of the TEKS with the use of HQIM resources.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 60% of Emergent Bilingual students had low growth (below the 50th percentile) on MAP Reading Spanish.

Root Cause 10: Campus Emergent Bilingual classrooms were over the ratio of 22 to 1 creating a lack of consistency in small group instruction to meet the needs of Emergent Bilingual students..

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 100% increase in parent and community participation and 4% increase in overall attendance rate for the campus confirms that FES is a high priority need for the campus.

Root Cause 11: Volunteer tracking and PTO confirms significant increase began occurring when FES position was created.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: According to campus climate survey 36% of students do not feel challenged, supported or engaged.

Root Cause 12: Lack of teacher/student relationships to meet culturally responsive need of all students.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Early Childhood students Circle, TX-KEA data reflects gaps in growth in English and/or Spanish.

Root Cause 13: Students are formally introduced to numbers and print in Pre K aligned to the district curriculum.

Problem Statement 13 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Goals

Revised/Approved: June 3, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 76__% to __80% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 88__% to _91_% by May 2025.

High Priority

Evaluation Data Sources: Circle Progress Monitoring Campus Reports, classroom observations and feedback

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy and Dual Language Framework to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 100% of lesson literacy lesson plans and classroom observations will be grounded in explicit instruction, Early Childhood frameworks with daily Tier I instruction.

Staff Responsible for Monitoring: Pre K Teachers, ILT and District Early Childhood support staff.

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Primary teachers will continue to receive Professional Development on Creative Curriculum to provide high quality Tier I instruction for Early Childhood students.</p> <p>Intended Audience: Primary teachers and Primary students (Pre K)</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team/ Pre K Teachers, Teacher Assistants, Early Childhood support staff.</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Childhood Literacy Bilingual</p> <p>Delivery Method: Tier I Instruction, Weekly and Quarterly Assessments</p> <p>Funding Sources: Materials and Supplies - SCE (199 PIC 24) - 199-11-6399-001-111-24-313-000000- - \$800, Extended Day and Push in Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-111-11-313-000000- - \$4,850</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Implementing the Creative Curriculum, focusing on the data provided in the CLI and GOLD assessments in the interest areas to build the capacity of Pre-K teachers.

Strategy's Expected Result/Impact: Increase and sustain the percentage of PK students who score on Track on the Circle Phonological awareness

Staff Responsible for Monitoring: Pre K Teachers, ILT and District Early Childhood support staff.

Title I:

2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on the Creative Curriculum assessments. 100% of lesson planned will identify scaffold supports for all students. 100% lesson plans and classroom observations will show evidence of formative assessment. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Intended Audience: Classroom teachers and students Provider / Presenter / Person Responsible: Instructional Leadership Team/ Classroom teachers, Early Childhood Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Childhood and Literacy Delivery Method: Classroom Tier I instruction</p> <p>Funding Sources: Instructional Supplies for EC staff - BASIC (199 PIC 11) - 199-11-6399-XXX-111-11-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Weekly PLCs to unpack guidelines and discuss how to enhance interest areas and increase students' oral language development</p> <p>Intended Audience: Pre-K teachers Provider / Presenter / Person Responsible: CIC, Early Learning Specialist Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: Face-to Face PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 75% of our Emergent Bilingual students stayed the same or regressed in their TELPAS composite rating. Root Cause: The campus was unable to secure a certified bilingual teacher across all grade levels.</p> <p>Problem Statement 2: According to Reading MAP student growth is at the 39th percentile. Root Cause: Tier I instruction is not consistently aligned to the rigor of the TEKS.</p> <p>Problem Statement 4: Early Childhood students Circle, TX-KEA data reflects gaps in growth in English and/or Spanish. Root Cause: Students are formally introduced to numbers and print in Pre K aligned to the district curriculum.</p>

School Processes & Programs

Problem Statement 3: 60% of Emergent Bilingual students had low growth (below the 50th percentile) on MAP Reading Spanish. **Root Cause:** Campus Emergent Bilingual classrooms were over the ratio of 22 to 1 creating a lack of consistency in small group instruction to meet the needs of Emergent Bilingual students..

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 53__% to 58__% 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 49__% to 54__% by May 2025.

Increase the percentage of Hispanic English students on our campus (gender, race, program, other) from 42__% to 53__% by May 2025.

High Priority

Evaluation Data Sources: MAP Fluency Date -NWEA

Strategy 1: Improve the quality and alignment of Tier I instruction for all students through the use of the Amplify Curriculum, Paul Bambrick's Planning and Data-Driven Instructional Protocols to ensure explicit monitoring, adjustment of instruction, check for understanding and rigorous instruction occurring daily.

Strategy's Expected Result/Impact: Increase students overall achievement in Reading Fluency, Data tracking and goal setting

Staff Responsible for Monitoring: Classroom Teachers, ILT, Instructional Coaches

Title I:

2.4, 2.6

- 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

- Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a content instructional planning calendar (IPC) identifying the high leverage TEKS for each unit, Lesson planning, and assessments alignment. Create a bank of Know and Show charts aligned to the TEKS' rigor in CPE google drive.</p> <p>Intended Audience: Classroom teachers, Instructional Coaches, Inclusion and Support teachers. Provider / Presenter / Person Responsible: Classroom Teachers, Instructional Coaches, Administrators Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Learning and Leading, Content Department Delivery Method: Team and Weekly PLCs. Coaching cycle</p> <p>Funding Sources: Sub for PD - TITLE I (211) - 211-11-6112-0PD-111-30-510-000000-25F10 - \$3,000, Materials and supplies - TITLE I (211) - 211-11-6329-04E-111-30-510-000000-25F10 - \$3,800, Tutoring - TITLE I (211) - 211-11-6116-04E-111-30-510-000000-25F10 - \$5,561.80</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The ILT will monitor the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 Math and Reading instruction , and provide feedback to teachers within 48 hours of classroom visit.</p> <p>Intended Audience: Classrooms teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Learning and Leading, Content Departments Delivery Method: Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: According to Reading MAP student growth is at the 39th percentile. Root Cause: Tier I instruction is not consistently aligned to the rigor of the TEKS.</p>

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 54__% to _60_% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from _58_% to 65__% by May 2025.

Increase the percentage of African American students on our campus from _43_% to 48_% by May 2025.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier I instruction using district approved resources to differentiate scaffold supports for all students.

Strategy's Expected Result/Impact: 100% of literacy lesson plans and observation will be grounded in explicit instruction based in the Science of Teaching Reading.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading using district approved resources. 90% of lesson planned will identify scaffold supports for all students. 100% lesson plans and classroom observations will show evidence of formative assessment. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Intended Audience: Classroom Teachers, Students Provider / Presenter / Person Responsible: ILT, Classroom Teachers and Literacy Department Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Literacy, Bilingual, SPED Delivery Method: Professional Development, Weekly data meeting, PLC, Walkthroughs and Feedback conferences- Extended Day tutoring</p> <p>Funding Sources: Extra support with small group - SPED (199 PIC 23) - \$2,452</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide classroom support for all students with small group instruction, and campus wide aligned strategies.</p> <p>Intended Audience: Classroom teacher Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Literacy and Math Delivery Method: Small group push in and pull out</p> <p>Funding Sources: TA T1 Resource - TITLE I (211) - 211-11-6129-04E-111-30-510-000000-25F10 - \$22,326, GT support and supplies and materials - GT (199 PIC 21) - \$454, Poster Maker for Instructional support - SCE (199 PIC 24) - 199-11-6396-001-111-24-313-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Create a campus wide culture of life long readers where students are excited about reading.

Strategy's Expected Result/Impact: 100% of students will have daily reading opportunities of modern literature and books of their choice.

Staff Responsible for Monitoring: ILT and Librarian

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture
- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: According to Reading MAP student growth is at the 39th percentile. Root Cause: Tier I instruction is not consistently aligned to the rigor of the TEKS.
Perceptions
Problem Statement 1: Lack of instructional ownership of student performance on Circle, TX-KEA, MAP, Interim and STAAR data. Root Cause: Staff perception of students academic abilities not aligned with High leverage TEKS expectations.

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 Spanish PK students who score On Track on Circle Math from 84__% to __89% by May 2025.
Increase the percentage of English students from 71__% to 76__% by May 2025.

High Priority

Evaluation Data Sources: Circle Progress Monitoring Campus Reports

Strategy 1: Primary teachers will follow the scope and sequence for Creative Curriculum and use manipulatives and supplemental resources to engage all students.

Strategy's Expected Result/Impact: Increase in overall student performance as measured by Circle Math Data

Staff Responsible for Monitoring: Pre K Teachers, ILT and Early Childhood District staff.

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
Action Step 1: All student will meet or exceed Circle Math guidelines Intended Audience: Students Provider / Presenter / Person Responsible: Classroom teachers, Instructional Coaches Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Department, Leading and Learning Delivery Method: Tier I -Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: All 3rd through 5th grade students will participate in the Battle of the Books on the campus level. Teams will be selected to represent the campus.</p> <p>Intended Audience: Students, Teachers and academic coach</p> <p>Provider / Presenter / Person Responsible: Librarian, Teachers</p> <p>Date(s) / Timeframe: September -May</p> <p>Collaborating Departments: Literacy, Fine Arts</p> <p>Delivery Method: Small group, campus competitions (teams)</p> <p>Funding Sources: Battle of the Book -Reading Materials - TITLE I (211) - 211-11-6329-04E-111-30-510-000000-25F10 - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Early Childhood students Circle, TX-KEA data reflects gaps in growth in English and/or Spanish. Root Cause: Students are formally introduced to numbers and print in Pre K aligned to the district curriculum.</p>

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 44_% to _60_% by May 2025.
 Increase the percentage of English students from 30_% to 40_% by May 2025.

High Priority

Evaluation Data Sources: Texas Kindergarten Entry Assessment

Strategy 1: Monitor PK Circle data to target math skills measured on the TKEA.

Strategy's Expected Result/Impact: Small group instruction with targeted support on number recognition, counting, and grouping to increase students entry level performance.

Staff Responsible for Monitoring: Kinder teachers, Instructional Coach, ILT , Early Childhood and Elementary Math dept.

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


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


- Targeted Support Strategy - Additional Targeted Support Strategy


Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: All teachers will participate in weekly plc/data meeting, analyzing student work to inform instruction. Intended Audience: Students Provider / Presenter / Person Responsible: Instructional Coaches, Admin, classroom teachers and support staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Childhood, Leading and Learning, Content departments Delivery Method: PLC meetings, small group instruction Data Analysis from Computer based programs Funding Sources: Purchase IReady - BASIC (199 PIC 11) - 199-11-6321-XXX-111-11-313-000000- - \$8,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: Early Childhood students Circle, TX-KEA data reflects gaps in growth in English and/or Spanish. **Root Cause:** Students are formally introduced to numbers and print in Pre K aligned to the district curriculum.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth from 46__% to 55 __% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39__% to 45 __% by May 2025.

High Priority

Evaluation Data Sources: NWEA MAP Math

Strategy 1: All math teachers will follow the district approved Eureka curriculum and supplemental resources from TEKS Resource, STAAR Release and IReady.

Improve Tier 1 Math instruction using district approved resources to focus on math fluency and concept attainment.

Strategy's Expected Result/Impact: 100 % of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide targeted small group instruction to increase student achievement.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Classroom teachers, inclusion, bilingual and ESL.</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Content department</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Math Manipulatives for each classroom - SCE (199 PIC 24) - 199-11-6399-001-111-24-313-000000- - \$770, Extra Help and Supplemental Materials and Manipulatives - UNDISTRIBUTED (199 PIC 99) - 199-12-6127-XXX-111-99-313-000000- - \$7,695</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Provide targeted small-group instruction for the African American and White sub groups and using TEKS-aligned materials and district curriculum resources.

Strategy's Expected Result/Impact: All African American and White students will increase overall achievement in Math measured by MAP Math

Staff Responsible for Monitoring: ILT, teachers

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 2, 3 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Campus will provide 30 minutes of enrichment/intervention each day for all students to reinforce taught reading and math skills Intended Audience: Students Provider / Presenter / Person Responsible: Classroom teachers, resource assistant and inclusion Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Content department Delivery Method: Daily face to face instruction	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Campus will hire an additional Title 1 Resource Math teachers with aligned planning, delivery, modeling and by weekly assessments. Intended Audience: Classroom teachers, Inclusion and TA support Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Department Delivery Method: Weekly Ples and Team planning Funding Sources: Math Resource Teacher T1 - TITLE I (211) - 211-11-6119-04E-111-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: At the MOY MAP, only 38% of students in the white student group met their project growth. Root Cause: There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.
Problem Statement 3: Only 39% of African American students met their Projected growth in MAP math. Root Cause: There is a lack of capacity to effectively analyze assessment data in order to pinpoint and address individual student needs.
Student Learning
Problem Statement 3: According to Math MAP student growth is at the 42nd percentile. Root Cause: Tier I instruction is not consistently aligned to the rigor of the TEKS.
School Processes & Programs
Problem Statement 1: 33% of grade level students showed high growth according to MAP. Root Cause: Minimal planning and preparation caused teachers to fall behind in pacing, resulting in students being able to fully master all standards.

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 21.5__% to 35__% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from _5.9_% to 20__% by May 2025.

High Priority

Evaluation Data Sources: MAP Reading, Interim Assessments, STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from district approved resources and Creative Curriculum.

Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction.
90% of lesson planned will identify scaffold supports for all students.
100% lesson plans and classroom observations will show evidence of formative assessment.
100% of feedback will focus on instructional strategies and routines that facilitate student learning.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2 - School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Provide rigorous Tier I and small group instruction that is aligned to TEKS to support all students' needs. Intended Audience: Students Provider / Presenter / Person Responsible: Classroom teachers, instructional coach and administrators Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: District content departments. Delivery Method: Face to Face	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: According to Reading MAP student growth is at the 39th percentile. **Root Cause:** Tier I instruction is not consistently aligned to the rigor of the TEKS.

School Processes & Programs

Problem Statement 3: 60% of Emergent Bilingual students had low growth (below the 50th percentile) on MAP Reading Spanish. **Root Cause:** Campus Emergent Bilingual classrooms were over the ratio of 22 to 1 creating a lack of consistency in small group instruction to meet the needs of Emergent Bilingual students..

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 19.9__% to 39__% by May 2025. Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 18.7__% to 37__% by May 2025.

High Priority

Evaluation Data Sources: STAAR Assessment Data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from district approved resources and Creative Curriculum.

Strategy's Expected Result/Impact: 100% of Math lesson plans and classroom observation will demonstrate systemic Tier 1 instruction.
90% of lesson planned will identify scaffold supports for all students.
100% lesson plans and classroom observations will show evidence of formative assessment.
100% of feedback will focus on instructional strategies and routines that facilitate student learning.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide rigorous Tier I and small group instruction that is aligned to TEKS to support all students' needs.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Classroom teachers, ILT, support staff and tutors</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Content Departments, Bilingual, Sped</p> <p>Delivery Method: Face to Face and Afterschool</p> <p>Funding Sources: Campus Bilingual Best Practices Professional development - BEA (199 PIC 25) - 199-13-6399-001-111-25-313-000000 - \$2,573</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide Opportunities for Teacher and Administrative staff to attend educational conferences to build teacher capacity</p> <p>Intended Audience: Administrators and classroom teachers, Instructional Coach</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: August 2024-June 2025</p> <p>Collaborating Departments: District and Campus SBDM</p> <p>Delivery Method: CNA, CIP and Committee minutes</p> <p>Funding Sources: Travel for Administrators and Teacher Conferences - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-111-99-313-000000- - \$5,495</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: According to Math MAP student growth is at the 42nd percentile. Root Cause: Tier I instruction is not consistently aligned to the rigor of the TEKS.</p>
School Processes & Programs
<p>Problem Statement 2: 3-5 Math Interim data reflects 31% of students performing at the approaches level which is below the 85% district goal. Root Cause: There is a lack of understanding of the planning process to ensure alignment to the rigor of the TEKS with the use of HQIM resources.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 93% to 95% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus from 90% to 93% by May 2025.

High Priority

Evaluation Data Sources: Focus excess absence report. ADQ Six week attendance summary

Strategy 1: Attendance clerk, FES and Attendance committee will collaborate and contact families of chronically absent students to reduce numbers in attendance recovery, high impact tutoring and content failures.

Strategy's Expected Result/Impact: Increase overall campus attendance rate and student achievement for all students.

Staff Responsible for Monitoring: Data clerk, classroom teachers , counselor, Family Engagement Specialist and Administrators

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

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





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: September will be identified as School Attendance Month to notify chronically absent students from the previous year and set family goals for goal to 5. Campus will maintain an attendance tracker for chronically absent students, parent contacts, home visits and SART meetings.</p> <p>Intended Audience: Classroom Teachers, parents and students</p> <p>Provider / Presenter / Person Responsible: Attendance Committee, Classroom Teachers, Data Clerk and Administrators</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Student Services, Leading and Learning</p> <p>Delivery Method: Blackboard messages, phone calls and home visits.</p> <p>Funding Sources: Community and teacher support with campus vision. - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-111-30-510-000000-25F10 - \$2,874</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2023-2024 school year, the African American student group have an attendance rate of 90.68 compared to ALL students at 93.47. Root Cause: Inadequate efforts to foster a sense of engagement within the school community including the classroom and campus.</p>

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from 71% to 80% by May 2025.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 100% by May 2025.

High Priority

Evaluation Data Sources: District and parent surveys

Strategy 1: Provide a structured environment with a focus on Tier I instruction, high quality curriculum, targeted resources, and PD on Culturally relevant teaching practices and instruction.

Strategy's Expected Result/Impact: Positive campus culture

Staff Responsible for Monitoring: Teachers, Staff, Counselor and Family Engagement Specialist.

Title I:

2.4, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Monthly campus lessons and activities will include cultural highlights aligned to the FWISD school calendar. Multicultural committee and will select home to school activities to extend the learning lessons.</p> <p>Intended Audience: Classroom teachers, students, parents</p> <p>Provider / Presenter / Person Responsible: All staff members, Librarian</p> <p>Date(s) / Timeframe: August 2024-2025</p> <p>Collaborating Departments: Literacy, Math, Bilingual and Fine Arts</p> <p>Delivery Method: Weekly lessons, Social Media highlights of students engagement.</p> <p>Funding Sources: Instructional Materials - TITLE I (211) - 211-11-6399-04E-111-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Weekly Friday student centered clubs to support student engagement and teacher student relationships. At the end of each week students will connect with teachers in several interest areas to increase academic engagement. Newspaper, garden, technology, coding lab.</p> <p>Intended Audience: Students and teachers Provider / Presenter / Person Responsible: All staff Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: All campus departments Delivery Method: Weekly EOD activity</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Create grade level/house systems to support student sense of belonging and campus staff/student relationships.</p> <p>Intended Audience: Students and staff Provider / Presenter / Person Responsible: Counselor, staff and admin Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Student services/ FES Delivery Method: Face to Face daily activities/ interactions</p> <p>Funding Sources: Material and supplies - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-111-99-313-000000- - \$2,199</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: According to campus climate survey 36% of students do not feel challenged, supported or engaged. Root Cause: Lack of teacher/student relationships to meet culturally responsive need of all students.</p>

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

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

Performance Objective 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 3 to 0 by May 2025.

High Priority

Evaluation Data Sources: FWISD Discipline Report, Focus Discipline Report, Campus referrals and MTSS data

Strategy 1: Campus will update Discipline Plan to address current campus concerns and consequences.

Strategy's Expected Result/Impact: Ongoing Training on Branching Minds/MTSS and culturally relevant discipline practices.

Staff Responsible for Monitoring: ILT, classroom teachers, staff, Discipline committee, parents and students.

Title I:

2.4, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 3: Positive School Culture


- Targeted Support Strategy - Additional Targeted Support Strategy


Problem Statements: Perceptions 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase student voice across grade levels to promote leadership, academic scholars and student Ambassadors.</p> <p>Intended Audience: Students, teachers and grade level sponsors</p> <p>Provider / Presenter / Person Responsible: Counselor, classroom teachers, students, and parents</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Counseling, Student Services and Support, Discipline</p> <p>Delivery Method: Weekly in person meetings with students and sponsors</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-111-99-313-000000- - \$1</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: 100% increase in parent and community participation and 4% increase in overall attendance rate for the campus confirms that FES is a high priority need for the campus. **Root Cause:** Volunteer tracking and PTO confirms significant increase began occurring when FES position was created.

Problem Statement 3: According to campus climate survey 36% of students do not feel challenged, supported or engaged. **Root Cause:** Lack of teacher/student relationships to meet culturally responsive need of all students.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-111-30-510-000000-25F10	\$5,561.80
1	2	1	1	Materials and supplies	Reading materials & Software for classroom use	211-11-6329-04E-111-30-510-000000-25F10	\$3,800.00
1	2	1	1	Sub for PD	Subs for professional development	211-11-6112-0PD-111-30-510-000000-25F10	\$3,000.00
1	3	1	2	TA T1 Resource	Title I Teacher Assistant	211-11-6129-04E-111-30-510-000000-25F10	\$22,326.00
2	1	1	2	Battle of the Book -Reading Materials	Reading materials & Software for classroom use	211-11-6329-04E-111-30-510-000000-25F10	\$1,200.00
2	3	2	2	Math Resource Teacher T1	Title I Reading/ Mathematics Teacher	211-11-6119-04E-111-30-510-000000-25F10	\$69,525.00
4	2	1	1	Instructional Materials	Supplies and materials for instructional use	211-11-6399-04E-111-30-510-000000-25F10	\$1,500.00
Sub-Total							\$106,912.80
Budgeted Fund Source Amount							\$106,912.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Community and teacher support with campus vision.	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-111-30-510-000000-25F10	\$2,874.00
Sub-Total							\$2,874.00
Budgeted Fund Source Amount							\$2,874.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Extended Day and Push in Tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-111-11-313-000000-	\$4,850.00
1	1	2	1	Instructional Supplies for EC staff	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-111-11-313-000000-	\$500.00
2	2	1	1	Purchase IReady	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-111-11-313-000000-	\$8,000.00
Sub-Total							\$13,350.00
Budgeted Fund Source Amount							\$13,350.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	GT support and supplies and materials	GENERAL SUPPLIES		\$454.00
Sub-Total							\$454.00
Budgeted Fund Source Amount							\$454.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Extra support with small group	INSTRUCTIONAL MATERIALS		\$2,452.00
Sub-Total							\$2,452.00
Budgeted Fund Source Amount							\$2,452.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Materials and Supplies	Supplies and materials for instructional use	199-11-6399-001-111-24-313-000000-	\$800.00
1	3	1	2	Poster Maker for Instructional support	Technology for instructional use	199-11-6396-001-111-24-313-000000-	\$5,000.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Math Manipulatives for each classroom	Supplies and materials for instructional use	199-11-6399-001-111-24-313-000000-	\$770.00
Sub-Total							\$6,570.00
Budgeted Fund Source Amount							\$6,570.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Campus Bilingual Best Practices Professional development	Supplies and materials - professional development	199-13-6399-001-111-25-313-000000	\$2,573.00
Sub-Total							\$2,573.00
Budgeted Fund Source Amount							\$2,573.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Extra Help and Supplemental Materials and Manipulatives	INSTRCTNL RES/MED SVCS NON-CONTRACT - SUPPORT	199-12-6127-XXX-111-99-313-000000-	\$7,695.00
3	2	1	2	Travel for Administrators and Teacher Conferences	STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-111-99-313-000000-	\$5,495.00
4	2	1	3	Material and supplies	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-111-99-313-000000-	\$2,199.00
4	3	1	1		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-111-99-313-000000-	\$1.00
Sub-Total							\$15,390.00
Budgeted Fund Source Amount							\$15,390.00
+/- Difference							\$0.00
Grand Total Budgeted							\$150,575.80
Grand Total Spent							\$150,575.80

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- 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