

Fort Worth Independent School District
178 Westcreek Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

All students will graduate prepared and ready for college or career.

Vision

Westcreek Elementary School commits to advancing and implementing communication, collaboration, and critical thinking skills to prepare scholars in order to achieve academic excellence and provide a safe learning environment.

Value Statement

Here at Westcreek, we believe in every child having access to on-grade level instruction every day along with supports when needed. Because our Westcreek Eagles deserve the choice of a college, community or military career, we will provide

*Equitable learning environments,

*Tier 1 instruction adjusted in real time, and

*Pre-planned supports to remove any learning obstacle.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
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.	17
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.	30
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	40
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	45
Site-Based Decision Making Committee	50
Campus Funding Summary	51
Policies, Procedures, and Requirements	54

Comprehensive Needs Assessment

Revised/Approved: April 8, 2024

Demographics

Demographics Summary

Westcreek Elementary is located in the southwest area of Fort Worth. Although surrounded by neighborhoods, we serve 8 apartment complexes and many duplexes.

We have an enrollment of 460 students:

- sixty-two percent are Hispanic,
- twenty-eight percent are African American,
- four percent are white, and
- eight percent are other.

Demographic information of where are students are at:

- Ninety-two percent of our students are economically disadvantaged (live at or below the poverty level).
- 47% are Emergent Bilingual,
- 6% are homeless,
- 19% receive special education services,
- 4% receive 504 services,
- 4% receive dyslexia services, and
- 8% receive GT services.

Our mobility rate was approximately 21.4% according to the 2021-2022 school report card.

The attendance rate for all students is approximately 93%; however, attendance for pre-kindergarten and 3rd were the lowest.

Discipline referrals are at 547 for the 2023-2024 school year.

- Females have received 90 referrals and males have received 457 referrals.
- African American students have received 377 of those referrals.
- 63 students have received more than one referral.

We have a PTO we are trying to get established. Currently, we have staff involved with a few parents. We had approximately 20 volunteers this school year.

Our classroom composition is as follows:

- 3 Pk classes
- 3 Kindergarten classes
- 3 1st grade classes

- 4 2nd grade classes
- 3 3rd grade classes
- 3 4th grade classes
- 4 5th grade classes
- 2 Inclusion/Resource classes
- 1 ECSE class
- 1 RISE class
- 1 PE class
- 1 Art class
- 1 Music class

Our Staff demographics is as follows:

- Thirty-four percent of total staff is white,
- Fifty-six percent are Hispanic, and
- Ten percent are African American.

The racial and ethnic composition of the staff is proportionate for Hispanics (62% enrollment vs 56% staff); however, it is disproportionate for African American/Blacks (28% enrollment vs. 11% staff).

Demographics Strengths

Demographics strengths at Westcreek are as follows:

- The racial and ethnic composition of the staff is proportionate for Hispanics (61% enrollment vs 57% staff).
- The campus is becoming diversity with students enrolling from Chile, Afghanistan, Colombia, and Haiti.
- Emergent Bilingual parent involvement.
- Attendance calls are done daily by the Family Engagement Specialist. There are options for attendance recovery to allow students to increase their attendance percentage.
- 5th grade has the highest attendance rate at 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Westcreek Elementary should have a minimum of 15% of students identified as dyslexic or gifted and talented. For the 2023-2024 school year, 38 out of the 442 students (8%) were identified as gifted and 16 out of 442 (3%). Schoolwide, we are under identifying students. **Root Cause:** Due implementing the MTSS process, the referrals for GT and Dyslexia were not being prioritized nor was time and clear expectations provided.

Problem Statement 2 (Prioritized): Westcreek Elementary's attendance goal is a minimum of 95% attendance rate. For the 2023-2024 school year, the grades with the lowest attendance rates were Pre-K and 3rd with 90% for the first semester. **Root Cause:** The attendance plan provided needs to include clearer step by step adult expectations to promote attendance.

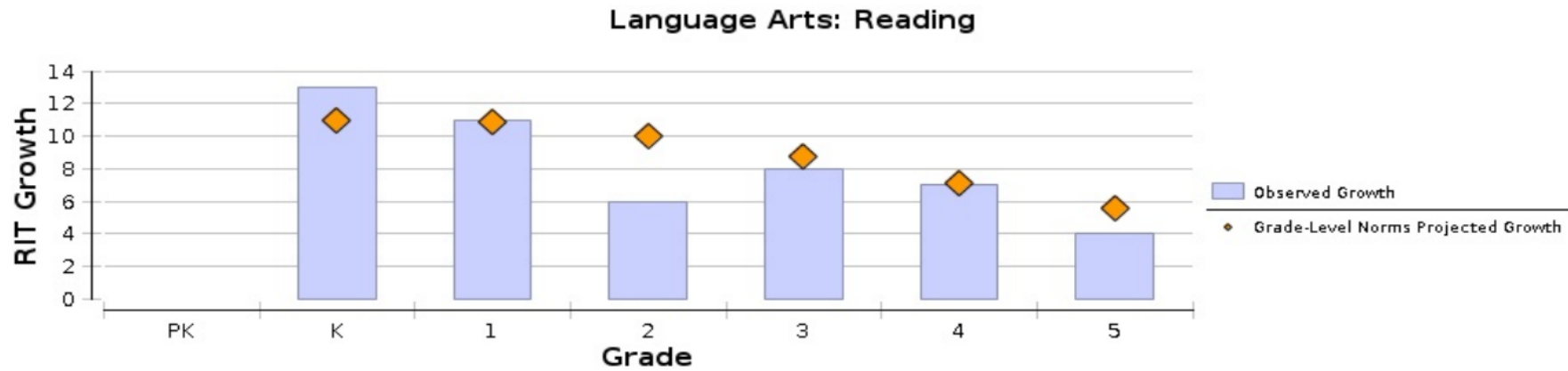
Student Learning

Student Learning Summary

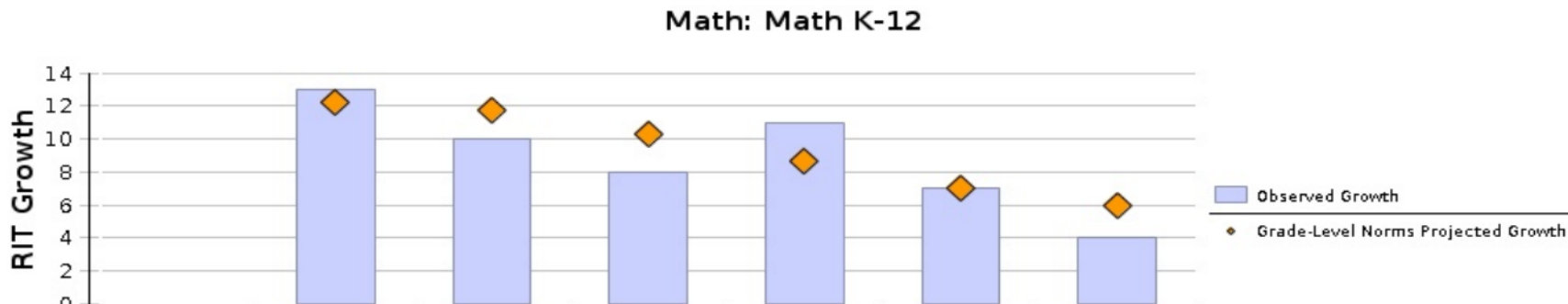
Westcreek teachers review data during PLCs through the DDI protocol. We also emphasize delivering strong Tier 1 instruction in order to improve student achievement. During PLC's, teachers have been trained to utilize data to inform their instructional practices. We also have an implementation plan to utilize Core 5 and Dreambox to remediate students gaps in learning. The fidelity of proper use of the programs are monitored weekly. A report is sent out to all teachers notifying them of weekly student usage of the Lexia program. The student with the most lessons is presented with a Student of the Week Certificate.

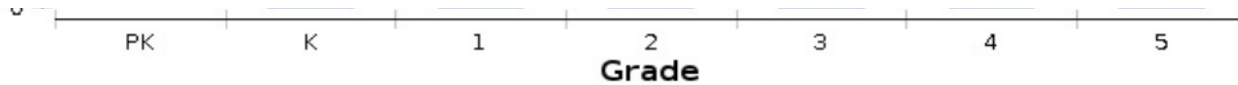
The Westcreek staff and Leadership team work diligently to ensure implementation of the FWISD Literacy Frameworks with fidelity. There are inconsistencies across the campus with embedding all components of Amplify and Eureka into one lesson on a daily basis--this has to do with the level of the teacher's proficiency with the subject.

The MOY MAP reading showed that Kindergarten, 1st Grade, and 4th Grade students met the projected growth for their level.



The MOY MAP math showed Kindergarten, 3rd Grade, and 4th Grade students met the projected growth for their grade level.





Student Learning Strengths

District Supports: Airam Ruiz and Mr. Blanco

- Internalization of the lesson
- Vertical Alignment
- Writing Supports

Campus Supports:

- Hired new 2nd grade teacher in January.
- Campus Administration is working directly with 2nd Grade Reading through the DDI process and building scaffolds to bridge the gap between phonic instruction and comprehension through the skills lessons.

District Supports: Rocio Sarmiento-Ayala and Mr. Blanco

- Model instruction through PLCs

Campus Supports:

- CICs are working with pacing and implementation of HOD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 3 (Prioritized): During the 2023-2024 school year, all grade level except 5th grade did not reach an average of 95% attendance rate at Westcreek Elementary.
Root Cause: Campus-wide systems were implemented during the 2nd semester to communicate with parents about the importance of attendance (e.g. Attendance Matters Classes).

School Processes & Programs

School Processes & Programs Summary

The focus of our PLCs focuses on the DDI protocol and internalizing the units and lessons to better deliver the lessons to the students. In this second year, we are in the implementation stage and growing.

Instruction

All Pre-k teachers and assistants attended the Creative Curriculum training.

All K-5th literacy teachers attended Amplify training.

All K-5th math teachers attended Eureka training.

All CLT attended all trainings.

Teachers struggled with implementing the programs and finding the right pacing due to the recursive process of writing.

For PLCs, we supported teachers in internalizing the units and lessons. The feedback from the teachers was that it was too much information. We brought in the literacy instructional coach to help our teachers and the CLT to support amplify implementation this school year. We partnered with the math instructional coach to help our 3rd-5th grade teachers align the lesson delivery and to implement the RDW process.

Discipline

When it comes to addressing the social-emotional needs of our students, we have implemented PBIS and Restorative Practice.

We focus on six character traits:

- respect,
- responsibility,
- citizenship,
- honesty,
- caring, and
- fairness.

We focus on a character trait each month. We celebrated students everyday through "Eagle Bucks" to recognize students who demonstrated respectable character on campus or in the classroom. t

We also have a school wide system for hallway behavior: SOAR

- Safety First
- Own Your Own Behavior
- Accountability
- Respond Respectfully

We also have a positive referral system. The goal of the positive referral was to honor our students for their academics and accountability at school, and to connect with our parents by sharing positive news.

Restorative Practice

All have been trained with restorative practice. We have required all teachers to circle with the students each week. The Leadership team pushed in to help with the implementation and fidelity of the circles. All classrooms have a respect agreement.

We have an MHMR Navigator that focuses on our high-needs students. He makes referrals to the FRC as he sees fit. The MHMR Navigator constantly communicates with admin concerning high needs students. We have one counselor that focuses on the entire campus and provides guidance lessons throughout the year.

We also have the SST that focuses on students with high needs. Student Support Plans are developed, which might include a point sheet.

Student Connectedness:

We have an arrival procedure in place to ensure students are greeted multiple times by leadership and staff before they arrive to their classroom.

We have a dismissal system in place from leadership and staff members which reinforces, encourages and inspires students to return the next day to a risk-free learning environment.

We celebrate student: birthdays and Dreambox accomplishments.

We have Art club, Choir, Athletics club, Battle of the books, and After School Program.

Staff Connectedness:

We have a team system in which they all have the same planning time. New teachers are paired with an experienced teacher to help support with the nuances of everyday expectations.

We have two instructional coaches that works with a certain number of teachers (mostly new or struggling) to support instruction. They will do the planning/observing/debriefing cycle four times a year. They will also help in any need she sees the students or teacher needs.

We deliver a weekly Smore newsletter to the staff communicating weekly expectations, celebrations, and upcoming events.

We hold weekly Instructional Leadership Team that is comprised of team leaders, supporting staff, and admin.

We also provide a Westcreek Outlook Calendar that has dates scheduled out from the beginning of the year so that staff are aware of what is coming up. We update the calendar as new events are brought up and those events are shared to the ILT to be shared with grade level. We also share it in the smore newsletter.

School Processes & Programs Strengths

Westcreek Elementary School strengths:

- Eagle bucks reward system.
- Character traits focus for each month.

- Many positive reinforcement tools: Eagle bucks, character traits, respect agreement, positive referrals, circle time.
- 81.8% of teachers answered yes to feeling supported with student discipline
- Total referrals decreased by 80% from the first semester to the second semester.
- The instructional coaches will work with struggling teachers.
- Our PLCs center on providing support for all teachers but specially making sure our new or struggling teachers have a clear understanding.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2023-2024, there was inconsistent teacher use of behavior point sheets for students with support plans which resulted in little to no positive change in student behavior. **Root Cause:** The roll-out of the point sheets and the follow up by the Student Support Team was inconsistent.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Perceptions

Perceptions Summary

Our vision statement states: **Westcreek Elementary School commits to** advancing and implementing communication, collaboration, and critical thinking skills to prepare scholars in order to achieve academic excellence and provide a safe learning environment.

For this school year, we purposely scheduled multiple school parent events to promote a positive relationship among school staff and parents. Some of the Parent Engagement events include: student academic data letters to parents, social media communication for special events and recognitions, Literacy Night, Science Night at the Musuem, All Pro Dads, Field Day, Story Book Parade, Coffee with the Principal, music performances, Science Fair gallery walk for parents, and parent conferences.

A community partner is Higher Dimensions Church, which provides food during the holiday season. by providing 50 turkey dinners for Thanksgiving. We also supported the community through Socktober, Food Can Drive, and Toiletry Drive.

As part of our staff engagement, we had themed potlucks, fun games, etc., Secret Santa, Valentine staff bags, and Teacher and Staff Appreciation Days.

We celebrated student success in Core 5 and Dreambox through hallway displays. We also celebrated student birthdays on a daily basis.

We had approximately 20 parent volunteers who were actively involved in school activities.

Perceptions Strengths

- Most of the staff feels like that Westcreek is welcoming.
- Kindergarten had the highest number of students meet their growth in both MAP reading and math.
- Family engagement: Science Night, Literacy Night, Music Performances, Field Day, Book Story Parade, Science Fair Display, Coffee with the Principal, and All Pro Dads.
- Celebrating academic growth: Core 5 and Dreambox; hallway displays;
- Student/Staff birthdays are celebrated everyday.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although the campus administration has provided the levels of infractions to campus staff, 377 African American students have received referrals for 2023-2024. **Root Cause:** Campus staff does not implement best practices for classroom management.

Problem Statement 2 (Prioritized): Although the campus administration has provided the levels of infractions to campus staff, 535 referrals have been entered into Focus as a result of student behavior during the 2023-2024 school year. **Root Cause:** Campus staff does not implement best practices for classroom management.

Priority Problem Statements

Problem Statement 1: Westcreek Elementary's attendance goal is a minimum of 95% attendance rate. For the 2023-2024 school year, the grades with the lowest attendance rates were Pre-K and 3rd with 90% for the first semester.

Root Cause 1: The attendance plan provided needs to include clearer step by step adult expectations to promote attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox.

Root Cause 2: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5.

Root Cause 3: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, all grade level except 5th grade did not reach an average of 95% attendance rate at Westcreek Elementary.

Root Cause 4: Campus-wide systems were implemented during the 2nd semester to communicate with parents about the importance of attendance (e.g. Attendance Matters Classes).

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the 2023-2024, there was inconsistent teacher use of behavior point sheets for students with support plans which resulted in little to no positive change in student behavior.

Root Cause 5: The roll-out of the point sheets and the follow up by the Student Support Team was inconsistent.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5.

Root Cause 6: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Although the campus administration has provided the levels of infractions to campus staff, 377 African American students have received referrals for 2023-2024.

Root Cause 7: Campus staff does not implement best practices for classroom management.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Although the campus administration has provided the levels of infractions to campus staff, 535 referrals have been entered into Focus as a result of student behavior during the 2023-2024 school year.

Root Cause 8: Campus staff does not implement best practices for classroom management.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 15, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83.9% to 89% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 95% 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 75% to 80% by May 2025.

High Priority

Evaluation Data Sources: MOY CLI Data

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Creative Curriculum instruction for all students by developing opportunities for teacher to engage in lesson internalization.

Strategy's Expected Result/Impact: Increase the percentage of students that score on track in CLI Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: Campus Instructional Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers/staff are implementing with fidelity. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Early Learning Delivery Method: In Person or Virtual	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Department	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: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage student achievement.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implementation of bi-weekly WPM and DDI meeting to analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure that the DDI protocol is followed in PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% 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: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</p>
<p>Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</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 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 45% 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 30.8% 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 (gender, race, program, other) from 40.3% to 45% by May 2025.

High Priority

Evaluation Data Sources: MOY MAP Data

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teacher to engage in lesson internalization, aligning TEKS to the lesson, and aligning exit tickets.

Strategy's Expected Result/Impact: Increase the percentage of student achievement.

Staff Responsible for Monitoring: Campus Instructional Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Department	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Continue to build the instructional capacity of the teachers through coaching, focusing on frequent classroom learning walks, peer observation walks, calibration of feedback, and action planning for instructional support.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: Bi-weekly</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025</p> <p>Funding Sources: Title 1 Teacher Assistant - TITLE I (211) - 211-11-6129-04E-178-30-510-000000-25F10 - \$26,894</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1 (Reach Associate).</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025</p> <p>Funding Sources: Title 1 Assistant - TITLE I (211) - 211-11-6129-04E-178-30-510-000000-25F10 - \$26,894, Stipend for Opportunity Culture - TITLE I (211) - 211-11-6129-04E-178-30-510-000000-25F10 - \$4,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Students will receive extra support via tutoring (e.g. reading, math, TELPAS).</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2014-May2025</p> <p>Funding Sources: Subs for Pull-Outs - BASIC (199 PIC 11) - 199-11-6112-XXX-178-11-313-000000- - \$1,380, Extra Duty - BASIC (199 PIC 11) - 199-11-6121-XXX-178-11-313-000000- - \$500, Subs for Pull-Outs - UNDISTRIBUTED (199 PIC 99) - 199-23-6112-XXX-178-99-313-000000- - \$1,620</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Teachers will plan with grade level teams to prepare unit calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-178-11-313-000000- - \$1,500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Contract with outside vendors to support campus instructionally through data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Funding Sources: Contracted Services - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-178-99-313-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Supplies with support students in reading and in math. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025 Funding Sources: General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-178-99-313-000000- - \$5,260	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase Sirius to support teacher instruction for STAAR. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Funding Sources: Technology Software - SCE (199 PIC 24) - 199-11-6396-001-178-24-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 10 Details	Reviews			
Action Step 10: Purchase ALL in Learning to support teacher's tracking of student data. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Funding Sources: - SCE (199 PIC 24) - 199-11-6396-001-178-24-313-000000- - \$415, - SPED (199 PIC 23) - \$3,635	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage student achievement.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Implementation of bi-weekly WPM and DDI meeting to analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that the DDI protocol is followed in PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: MCL (Multi-Classroom Leader) will support PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Opportunity Culture Delivery Method: In Person	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: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</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 42.3% to 47% 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 52.6% to 57% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 48.9% to 53% by May 2025.

High Priority

Evaluation Data Sources: MOY MAP Data

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Creative Curriculum instruction for all students by developing opportunities for teacher to engage in lesson internalization.

Strategy's Expected Result/Impact: Increase the percentage of students that score on track in CLI Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: Campus Instructional Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Department	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to build the instructional capacity of the teachers through coaching, focusing on frequent classroom learning walks, peer observation walks, calibration of feedback, and action planning for instructional support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: Bi-weekly	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1 (Reach Associate). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Students will receive extra support via tutoring (e.g. reading, math, TELPAS). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2014-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Teachers will plan with grade level teams to prepare unit calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
Action Step 7: Contract with outside vendors to support campus instructionally through data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Supplies with support students in reading and in math. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase Sirius to support teacher instruction for STAAR. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 10 Details	Reviews			
Action Step 10: Purchase ALL in Learning to support teacher's tracking of student data. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage student achievement.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implementation of bi-weekly WPM and DDI meeting to analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure that the DDI protocol is followed in PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: MCL (Multi-Classroom Leader) will support PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Opportunity Culture Delivery Method: In Person	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 3 Problem Statements:

Student Learning

Problem Statement 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

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 75% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71.4% to 76% by May 2025.

Evaluation Data Sources: MOY CLI Data

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Creative Curriculum instruction for all students by developing opportunities for teacher to engage in lesson internalization.

Strategy's Expected Result/Impact: Increase the percentage of students that score on track in CLI Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: Campus Instructional Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Department	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to build the instructional capacity of the teachers through coaching, focusing on frequent classroom learning walks, peer observation walks, calibration of feedback, and action planning for instructional support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: Bi-weekly	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1 (Reach Associate). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Students will receive extra support via tutoring (e.g. reading, math, TELPAS). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2014-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Teachers will plan with grade level teams to prepare unit calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
Action Step 7: Contract with outside vendors to support campus instructionally through data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Supplies with support students in reading and in math. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase Sirius to support teacher instruction for STAAR. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 10 Details	Reviews			
Action Step 10: Purchase ALL in Learning to support teacher's tracking of student data. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	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
Problem Statement 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Student Learning

Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

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 45.4% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44.3% to 49% by May 2025.

High Priority

Evaluation Data Sources: MOY MAP Data

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Creative Curriculum instruction for all students by developing opportunities for teacher to engage in lesson internalization.

Strategy's Expected Result/Impact: Increase the percentage of students that score on track in CLI Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: Campus Instructional Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Department	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to build the instructional capacity of the teachers through coaching, focusing on frequent classroom learning walks, peer observation walks, calibration of feedback, and action planning for instructional support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: Bi-weekly	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Students will receive academic support with instructional resources via Title 1 Teacher Assistant 1 (Reach Associate). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Students will receive extra support via tutoring (e.g. reading, math, TELPAS). Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2014-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Teachers will plan with grade level teams to prepare unit calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
Action Step 7: Contract with outside vendors to support campus instructionally through data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Supplies with support students in reading and in math. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase Sirius to support teacher instruction for STAAR. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 10 Details	Reviews			
Action Step 10: Purchase ALL in Learning to support teacher's tracking of student data. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</p>

Student Learning

Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

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-5th grade students who Meet or Exceed projected growth on MAP Growth Math from 50% to 60% by May 2025.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth Math from 33% to 43% by May 2025.

High Priority

Evaluation Data Sources: EOY MAP Math Test

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) by supporting teachers through the RDW process, developing opportunities in collaborative planning meetings for teachers to engage in lesson internalization, and implementing data analysis with student work.

Strategy's Expected Result/Impact: Increase the percentage of students' scores on the EOY MAP Math assessment.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive and T-TESS Tracker in T-TESS Dimensions 2 & 3 by May 2025. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Leading and Learning: Math Department	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Continue to build the instructional capacity of the teachers through coaching, focusing on frequent classroom learning walks, peer observation walks, calibration of feedback, and action planning for instructional support.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Leading and Learning: Math Department</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Track student progress through Branching Minds and data trackers.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Leading and Learning: Math Departments</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</p>

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 24.9% to 30% 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 19.1% to 25% by May 2025.

High Priority

Evaluation Data Sources: Interim 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 the Curriculum Framework in all courses for all students.

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

Staff Responsible for Monitoring: Campus Leadership

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Students will receive enrichment opportunities to achieve their goals at the meets level.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Funding Sources: Sirius - TITLE I (211) - 211-11-6396-04E-178-30-510-000000-25F10 - \$4,070, Curriculum Associates (I-Ready) - BASIC (199 PIC 11) - 199-11-6321-XXX-178-11-313-000000- - \$13,120</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. **Root Cause:** Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.

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 20.3% to 25% 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 8.8% to 15% by May 2025.

High Priority

Evaluation Data Sources: Interim Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage student achievement.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implementation of bi-weekly WPM and DDI meeting to analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that the DDI protocol is followed in PLCs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: 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 the Curriculum Framework in all courses for all students.

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

Staff Responsible for Monitoring: Campus Leadership

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will support GT students with enhancing lessons for enrichment and improve EOY MAP scores of Gifted and Talented students. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Campus Leadership Funding Sources: Reading Materials - GT (199 PIC 21) - \$739	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will support SpED students with enhancing lessons with acceleration and improve EOY MAP scores of SpED students.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Funding Sources: - SPED (199 PIC 23) - \$1,826</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will support Bilingual students with enhancing lessons with acceleration and improve TELPAS scores of Bilingual students.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-178-25-313-000000 - \$1,455</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 1: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 63% of all students being below grade level, 19% of students being near grade level, and 19% of students are at or above grade level in Dreambox. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</p>
<p>Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</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 26% to 20% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 20% by May 2025.

High Priority

Evaluation Data Sources: Focus Data

Strategy 1: Align the leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase attendance rate

Staff Responsible for Monitoring: Campus Attendance Committee

Title I:

2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By September 2024, the campus leadership team will identify, select, and notify Campus Attendance Committee members of scheduled monthly meetings for 24-25 school year. The Campus Attendance Committee will meet monthly. Intended Audience: Campus Attendance Committee Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Campus and Student Support Services Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By October 2024, the campus attendance committee will review the following effectiveness of campus supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard.</p> <p>Intended Audience: Campus Attendance Committee Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Campus and Student Support Services Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Westcreek Elementary's attendance goal is a minimum of 95% attendance rate. For the 2023-2024 school year, the grades with the lowest attendance rates were Pre-K and 3rd with 90% for the first semester. Root Cause: The attendance plan provided needs to include clearer step by step adult expectations to promote attendance.</p>
Student Learning
<p>Problem Statement 3: During the 2023-2024 school year, all grade level except 5th grade did not reach an average of 95% attendance rate at Westcreek Elementary. Root Cause: Campus-wide systems were implemented during the 2nd semester to communicate with parents about the importance of attendance (e.g. Attendance Matters Classes).</p>
Perceptions
<p>Problem Statement 1: Although the campus administration has provided the levels of infractions to campus staff, 377 African American students have received referrals for 2023-2024. Root Cause: Campus staff does not implement best practices for classroom management.</p>
<p>Problem Statement 2: Although the campus administration has provided the levels of infractions to campus staff, 535 referrals have been entered into Focus as a result of student behavior during the 2023-2024 school year. Root Cause: Campus staff does not implement best practices for classroom management.</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: 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 13.9% to 10% by May 2025.

High Priority

Evaluation Data Sources: Focus Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease AA disproportional of suspension.

Staff Responsible for Monitoring: Student Support Team

Title I:

2.6, 4.1

- TEA Priorities:





Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Students will receive academic and social-emotional support to decrease out of school suspensions via Title I Teacher Assistant. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Restorative Practices Funding Sources: Title I Assistant - TITLE I (211) - 211-11-6129-04E-178-30-510-000000-25F10 - \$26,894	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Promote student and parent/family engagement activities during and outside of regular school hours (Literary Night, Math Night, Science Night, Science Fair, Coffee with the Principal, All Pro Dads, and Attendance Matters Night)</p> <p>Intended Audience: Parents and Families Provider / Presenter / Person Responsible: FES</p> <p>Funding Sources: Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-178-30-510-000000-25F10 - \$2,538</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The counselor will receive training and support to build incentives in order to decrease suspensions and train the staff.</p> <p>Intended Audience: Counselor Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Funding Sources: - TITLE I (211) - 211-31-6119-04E-178-30-510-000000-25F10 - \$1,580</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Technology is needed for Campus Leadership and to secure culture responsiveness training for staff.</p> <p>Intended Audience: Administration Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Funding Sources: - TITLE I (211) - 211-11-6396-04E-178-30-510-000000-25F10 - \$1,551.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the 2023-2024, there was inconsistent teacher use of behavior point sheets for students with support plans which resulted in little to no positive change in student behavior. Root Cause: The roll-out of the point sheets and the follow up by the Student Support Team was inconsistent.</p> <p>Problem Statement 2: During the 2023-2024 school year, the staff at Westcreek Elementary inconsistently submitted interventions for students through the MTSS process resulting in 48% of all students being below grade level, 31% of students being near grade level, and 21% of students are at or above grade level in Lexia/Core 5. Root Cause: Due to time constraints, teachers needed dedicated time to input interventions. The Campus MTSS process had a specific time during PLCs to work on MTSS documentation, but PLCs focused on the DDI process to support teachers during and after instruction.</p>

Perceptions

Problem Statement 1: Although the campus administration has provided the levels of infractions to campus staff, 377 African American students have received referrals for 2023-2024. **Root Cause:** Campus staff does not implement best practices for classroom management.

Problem Statement 2: Although the campus administration has provided the levels of infractions to campus staff, 535 referrals have been entered into Focus as a result of student behavior during the 2023-2024 school year. **Root Cause:** Campus staff does not implement best practices for classroom management.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	John Hawkins	
District-level Professional	Guadalupe Cortez	Executive Director
Administrator	Loretta Velez	
DERC Representative 3	Denise Borges	Teacher Leader
Business Representative	Lorraine Williams	
Parent	Nicole Bolander	
Parent	Daisy Torres	
Instructional Coach	April Crump	
Community Representative	Sandy Boardman	
DERC Representative 1	Moises Moreno	
Classroom Teacher 3	Maria Blalock	
DERC Representative 2	Robin Drechsel	Teacher
Classroom Teacher 1	Janet Harris	
Paraprofessional	Annalilia Espinosa	
Administrator	Crystal Montgomery	

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Title 1 Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-178-30-510-000000-25F10	\$26,894.00
1	2	1	4	Title 1 Assistant	Title I Teacher Assistant	211-11-6129-04E-178-30-510-000000-25F10	\$26,894.00
1	2	1	4	Stipend for Opportunity Culture	Title I Teacher Assistant	211-11-6129-04E-178-30-510-000000-25F10	\$4,500.00
3	1	1	1	Sirius	Technology for instructional use	211-11-6396-04E-178-30-510-000000-25F10	\$4,070.00
4	2	1	1	Title I Assistant	Title I Teacher Assistant	211-11-6129-04E-178-30-510-000000-25F10	\$26,894.00
4	2	1	3		Counselor - Elementary	211-31-6119-04E-178-30-510-000000-25F10	\$1,580.00
4	2	1	4		Technology for instructional use	211-11-6396-04E-178-30-510-000000-25F10	\$1,551.20
Sub-Total							\$92,383.20
Budgeted Fund Source Amount							\$92,383.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Family Engagement Events	Snacks for parents to promote participation	211-61-6499-04L-178-30-510-000000-25F10	\$2,538.00
Sub-Total							\$2,538.00
Budgeted Fund Source Amount							\$2,538.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	5	Subs for Pull-Outs	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-178-11-313-000000-	\$1,380.00
1	2	1	5	Extra Duty	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-178-11-313-000000-	\$500.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	6		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-178-11-313-000000-	\$1,500.00
3	1	1	1	Curriculum Associates (I-Ready)	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-178-11-313-000000-	\$13,120.00
Sub-Total							\$16,500.00
Budgeted Fund Source Amount							\$16,500.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Reading Materials	OTHER READING MATERIALS		\$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
1	2	1	10		INSTRUCTIONAL MATERIALS		\$3,635.00
3	2	2	2		GENERAL SUPPLIES		\$1,826.00
Sub-Total							\$5,461.00
Budgeted Fund Source Amount							\$5,461.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	9	Technology Software	Technology for instructional use	199-11-6396-001-178-24-313-000000-	\$5,000.00
1	2	1	10		Technology for instructional use	199-11-6396-001-178-24-313-000000-	\$415.00
Sub-Total							\$5,415.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$5,415.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	3		Supplies and materials - instruction	199-11-6399-001-178-25-313-000000	\$1,455.00
Sub-Total							\$1,455.00
Budgeted Fund Source Amount							\$1,455.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	5	Subs for Pull-Outs	SCHOOL LEADERSHIP SUBS - PROFESSIONAL	199-23-6112-XXX-178-99-313-000000-	\$1,620.00
1	2	1	7	Contracted Services	STAFF DEVELOPMENT MISC CONTRACTED SERVICES	199-13-6299-XXX-178-99-313-000000-	\$2,000.00
1	2	1	8	General Supplies	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-178-99-313-000000-	\$5,260.00
Sub-Total							\$8,880.00
Budgeted Fund Source Amount							\$8,880.00
+/- Difference							\$0.00
Grand Total Budgeted							\$133,371.20
Grand Total Spent							\$133,371.20
+/- 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