

**Fort Worth Independent School District**  
**042 Daggett Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Empower scholars to be the best versions of themselves through growth mindset, collaboration, and a unified community.

## Vision

Our vision is to see all students be successful in setting high expectations for themselves academically, socially, emotionally so that they are ready for their next step in education and to be successful members in the community.

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# Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

## Demographics

### Demographics Summary

Daggett Middle School currently has 349 students and that number has not changed much from the beginning of the year. We have a few students that will move away but within the same time frame we usually have a similar number of students come to Daggett. This year our grade levels are all about the same, the 8th grade has 119 students and the other two grades have 115 students. Our racial groups percentages are similar to last year and has not changed very much, we have 72% Hispanic/Latino, 17% Black/African American, 7% White, 2% Asian, and 2% 2 or More. Our special populations have not changed very much either this year, we have 88% Economically Disadvantaged, 41% Emergent Bilingual, 22% Special Education, 6% 504, and 5% Homeless. These demographics show just how eclectic Daggett Middle School is and yet we make sure that one of the main focuses for our school is that everyone belongs here.

We have a Language Center within our school where we have 22 students that are currently enrolled between all three grades. Most of these students have been in the country for a year and will be with us for a year or two until they are exited. There are currently 11 countries represented by our Language Center students; Mexico, Honduras, Afghanistan, Venezuela, El Salvador, Guatemala, Congo, Nicaragua, Dominican Republic, Haiti and Puerto Rico.

The staff at Daggett Middle School is made up of 55 staff members currently. The racial diversity for the staff is 43% Hispanic/Latino, 28% White, 27% Black/African American, 1% Asian, 1% Pacific Islander. We have staff that range from 1 year of experience to 39 years of experience. More than 75% of the staff have been here for over 5 years.

### Demographics Strengths

The diversity of our school is a very big strength for us. We celebrate the differences that we have between race, country of origin, and languages. We try to mirror that with our staff as well. By using our diversity as a strength it unifies us and we see a lot fewer issues with our student body.

We use clubs after school as well as our advisory period to educate and make a place where all students can not only be who they are but be celebrated for it. Inclusivity is something that we make a priority within our restorative conversations as well as our advisory general conversations.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is 5% of our student body that has 48% of the referrals. **Root Cause:** Students not understanding the ways to handle certain situations that arise and then making bad choices.

**Problem Statement 2:** There are 13.5% of our students that have less than 90% attendance **Root Cause:** Students do not understand that attendance matters.

# Student Learning

## Student Learning Summary

Our STAAR data from last year was:

ELA 6th grade - 44% Approaches, 24% Meets, 7% Masters

Math 6th grade - 33% Approaches, 1% Meets

Algebra - 91% Approaches, 22% Meets, 4% masters

ELA 7th grade - 42% Approaches, 28% Meets, 9% Masters

ELA 8th grade - 28% Approaches, 8% Meets, 1% Masters

Math 8th grade - 27% Approaches, 4% Meets

English 1 - 96% Approaches, 82% Meets, 7% Masters

Science 8th - 23% Approaches, 5% Meets, 1% Masters

Biology - 100% Approaches, 41% Meets, 9% Masters

Social Studies - 20% Approaches, 5% Meets, 3% Masters

The discipline issues with some of our students, is also having an affect on the student's learning. We have 92% of our students who have less than 5 referrals but for those that do have the referrals, this is time that the students are spending outside of class takes away from the learning.

One of the ways that we have tried to help with some of the distractions in class is to enforce the cellphone expectations for the students. We have seen a substantial increase in student engagement in the classroom with this expectation.

This year most of the PLC's (Professional Learning Communities) have really been focused on Tier 1 instruction and how to have the greatest impact on the whole class. The teachers worked together to look at lesson plans and give feedback, look at student work and data so that they could impact student learning.

## Student Learning Strengths

We are utilizing our advisory class to work on programs that are strengthening the students skill set in an individualized way.

Daggett has multiple High School credits that can be earned while in Middle School. The classes are Algebra, Biology, Geometry, English 1, GEMPLS, Keyboarding, Speech, Spanish (7th and 8th grade), Native Speaker Spanish 1, and Native Speaker Spanish 2. This helps students to find areas that they can excel in and get a head start on receiving High School credit for that class.

The library has students checking out books and works with the teachers to ensure that they are using the books we have in the library to enhance the topics they are reviewing in class.

Our teachers are doing professional development that is impacting the students, like Building Thinking Classes. We are seeing the students work with different groups and it has helped the students to take a real ownership of their learning.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our 7th grade math scores are our lowest scores. **Root Cause:** There are gaps in the learning.

**Problem Statement 2:** Not enough of our ELs are making TELPAS progress. **Root Cause:** The academic vocabulary is not being required in all conversations or writing assignments.

**Problem Statement 3 (Prioritized):** There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

# School Processes & Programs

## School Processes & Programs Summary

When it comes to the processes and programs at Daggett Middle School we have a lot of things that make Daggett great.

### Safety Process

Daggett Middle School has monthly meetings with a group of staff members that discuss concerns and challenges that we have had over the last month and what is upcoming. During this time suggestions are made and followed up by administration. The school stays up to date on their drills and metal detectors to ensure that the students know what the plan is and so that we can make sure that they feel as safe as possible.

### Maximizing Instructional Time

The bell schedule is such so that students are spending over 50 minutes in each of their classes. They also have a advisory time where the teacher can select them based on data to do a small group and work with them on high-leverage TEKS. We have announcements and extra paperwork going out during advisory time so that it doesn't interrupt class time.

Another way that we are impacting instructional time is by making sure that all cellphones put up out of sight so that the students are focused on instruction per district policy. This applies to their earbuds too so that they can't listen to music while the teacher is teaching. This has really made a difference on the in class engagement going on with students.

### Professional Development for New and Veteran Teachers

During our teacher in-service days we work with our teachers on the areas that we think that they need to ensure that the entire campus is on the same page. Our staff meetings throughout the year tend to focus on trainings the teachers need or trends that administration or our leadership team are seeing so that we can affect change.

### Stakeholder Buy-In

We have four groups of people that are usually involved in decisions and feedback, we have our staff, our instructional leadership team, our PTA, and our SBDM. Each of these groups has a variety of ways that we collect input. We may use a survey, small group, individual



conversations, a group setting, etc...We try to make sure that when we are changing anything that is a current process we get feedback before we make the changes.

### Transition from Elementary to Middle and from Middle to High School.

In both the Elementary to Middle and the Middle to High School the administration and counseling team go down to the schools to discuss individual students and how to help them be as successful as possible. We try to let each other know of the supports that we are offering and what is helping with those students so that we don't have to start from square one with the students. We also have meetings at the Middle School where we invite the parents and students to come and hear about what we have to offer and then telling them about what High School has to offer. We have a POC expo where the 8th graders can visit with different High Schools so that they know what FWISD has to offer. Administration goes down to the Elementary schools and answers questions of the 5th grade, shows them a video that talks about next year, and then invites them to Transition Camp. Our 8th graders have their end of the year dance at the High School.

### Student Support

This year we allotted a day where each grade level was able to meet and discuss their students and the concerns that they have. The concerns usually began with things like behavior, grades, attendance and then the team would work together to try to get to the root cause of the issue. The teachers would meet with students or parents as needed to help so that we could figure out what that student needed to be successful. The team was made up of teachers, counselors and administration. At the end of the meetings we worked on figuring out what resources each student discussed needed.

### PLC time

This year we worked on new protocols for each day that the team met as a team so that they all were doing the same thing and that they knew what they needed to work on. There are days that the team goes over lesson plans, student support team, professional development, learning walks, data, student work, and individually meet with administration. Each one of these days works toward our goal of ensuring that our students are reaching their goals.

### School Processes & Programs Strengths

I think that most of our processes and programs are strengths of ours. The biggest strength we have is that our stakeholders are always discussing how to make these processes better so that we can be as efficient as possible.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not aware of what TEKS they need to work on to grow. **Root Cause:** There is no tracking system for the students.

**Problem Statement 2:** Our new teachers are struggling with classroom management and rigor. **Root Cause:** They need more support in their first year to be successful.

**Problem Statement 3 (Prioritized):** Our students with services do not know how to use the resources that are available to them during STAAR. **Root Cause:** The students are not being held accountable to use them.

# Perceptions

## Perceptions Summary

As a staff we have come up with the values of Claiming our HERITAGE (High Expectations, Engagement, Reflectiveness, Individualism, Tenacity, Accountability, Growth Mindset, and Empathy). We try to make sure that our students, staff and community see us as growing in these areas and using these values to demonstrate what a Daggett Bulldog is.

This year we really focused on having more student and community events that we partnered with our PTA, MINTS, and other community partners on. We had a Hispanic Heritage night, a Black History Celebration that featured our electives, a Fall Festival, a Color Run, a Movie Night, a few dances, and then a few other performances.

We communicate with parents, community and other stakeholders through a monthly newsletter, blackboard, our website, and social media. We try to make sure that especially on our newsletter and blackboard messages that we have them translated into Spanish.

For any concerns with bullying or other student issues, we have crime stoppers, our Community in Schools counselor, restorative discipline, our Intervention Specialist, Girls Inc, Boys and Girls Club, relationships with staff, and sports and other programs. Each one of these helps to make sure that if there are issues they are addressed or possibly stopped before they occur. These things also help when there are conflicts with other students.

Our new and existing teachers have our Dean, instructional coach and our district level people that really work with our students to ensure that they are growing in their craft.

This year we have had more partners, volunteers and parent volunteers than years in the past. Our PTA, SBDM, MINTS, Girls Inc., Boys and Girls Club, Blue Zones, Neighboring churches, individual community members that don't even have students that go here, and more. We have been very blessed this year with these partnerships. One of the things that we have is our Food Pantry which is able to pour into our families in the community. We also have cooking classes for parents and for students so that they can learn healthy options.

## Perceptions Strengths

We had 17% African American students and our referrals and suspension percentage for the 23-24 school year was sitting at 13.5%. Our demographics match our suspensions and referrals pretty closely.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well. **Root Cause:** Some of the students are quiet or not engaged in much beyond the classroom.

**Problem Statement 2 (Prioritized):** We have low parent participation when it comes to things on campus. **Root Cause:** Some of our parents don't know what to help with or how to help.

# Priority Problem Statements

**Problem Statement 1:** There is 5% of our student body that has 48% of the referrals.

**Root Cause 1:** Students not understanding the ways to handle certain situations that arise and then making bad choices.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our 7th grade math scores are our lowest scores.

**Root Cause 2:** There are gaps in the learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is not a high enough percentage of students that are in the meets category in ELA.

**Root Cause 3:** Our students are not connecting with the instruction on a personal level.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our students with services do not know how to use the resources that are available to them during STAAR.

**Root Cause 4:** The students are not being held accountable to use them.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** We have low parent participation when it comes to things on campus.

**Root Cause 5:** Some of our parents don't know what to help with or how to help.

**Problem Statement 5 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

## Student Data: Assessments

- 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
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 26, 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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 51% to 60% 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 51% to 60% by May 2025.

**Evaluation Data Sources:** MAP scores and STAAR Scores

**Strategy 1:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy's Expected Result/Impact:** To have our our students make more of a connection to the lesson material and be able to see that evidence in their data.

**Staff Responsible for Monitoring:** Administration, Dean of Instruction and Instructional Coach

### Title I:

2.4, 2.6, 4.2

#### - 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 3



| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Ensure that there is culturally responsive and linguistically accommodating instruction going on in each lesson through pullouts and PD.</p> <p><b>Intended Audience:</b> PLC Members</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Dean of Instruction and Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> ELA and SPED</p> <p><b>Delivery Method:</b> Email, Presentations, Lesson Plan Protocol, Materials found that apply</p> <p><b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6399-001-042-25-273-000000 - \$1,712</p> | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| Action Step 2 Details  | Reviews   |     |           |      |
| <p><b>Action Step 2:</b> Utilize our Special Education Department to fill in the gaps that our special ed students have and meet them where they are at to scaffold and grow them to be successful readers.</p> <p><b>Intended Audience:</b> Special Education</p> <p><b>Provider / Presenter / Person Responsible:</b> AP and Special Ed Teachers</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> Special Ed and ELA</p> <p><b>Delivery Method:</b> Materials purchased</p> <p><b>Funding Sources:</b> - SPED (199 PIC 23) - \$314</p>  | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |
| Action Step 3 Details  | Reviews   |     |           |      |
| <p><b>Action Step 3:</b> Purchase class headsets for each ELA class so that the students can work at their own pace on Lexia and be able to utilize the entire program with limited instructions.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> N/A</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> ELA</p> <p><b>Delivery Method:</b> N/A</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-042-11-273-000000- - \$2,000</p>   | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |

| Action Step 4 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 4:</b> Supplies to provide the students with materials that they need to successfully do their work.<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Teacher<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> All<br><b>Delivery Method:</b> N/A<br><br><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-042-99-273-000000- - \$12,192  | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 5 Details  | Reviews          |            |                  |             |
| <b>Action Step 5:</b> Student material to promote literacy gains<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Librarian<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> ELA<br><b>Delivery Method:</b> Materials Purchased<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-12-6329-04N-042-30-510-000000-25F10 - \$3,000  | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| <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:** Establish process to support administration in monitoring special education teachers' use of curricula, resources and tools to plan and implement specially designed instruction based on students' current levels of performance.

**Strategy's Expected Result/Impact:** Principals will be able to train teachers in the implementation of monitoring student current levels and what curriculum or strategies they need to influence it.

**Staff Responsible for Monitoring:** Administration

**Title I:**

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 3 - School Processes & Programs 3

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 1:</b> Professional Development pullouts for special education teachers on processes, tools, and coteaching.<br><b>Intended Audience:</b> Special Education Teachers<br><b>Provider / Presenter / Person Responsible:</b> Administration, Dean of Instruction and Instructional Coach<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> Special Education<br><b>Delivery Method:</b> Presentation and Professional Development<br><br><b>Funding Sources:</b> - SPED (199 PIC 23) - \$1,000     | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                  |            |                  |             |

**Strategy 3:** Allow for the students that need extra support to get more ELA time to focus on those needs.

**Strategy's Expected Result/Impact:** More students will pass the STAAR

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 1:</b> Hire a new ELA teacher.<br><b>Intended Audience:</b> ELA<br><b>Provider / Presenter / Person Responsible:</b> N/A<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> ELA<br><b>Delivery Method:</b> N/A<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-11-6119-04N-042-30-510-000000-25F10 - \$69,525 | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 3:** There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

**School Processes & Programs**

**Problem Statement 3:** Our students with services do not know how to use the resources that are available to them during STAAR. **Root Cause:** The students are not being held accountable to use them.

**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 students who score at meets or above in English 1 from 75% to 90% 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 90% by May 2025.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

**Strategy's Expected Result/Impact:** ELA Teacher and Admin, Dean of Instruction, Instructional Coach

**Staff Responsible for Monitoring:** ELA Teacher and Admin, Dean of Instruction, Instructional Coach

**Title I:**

2.4

**- 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 3

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> The English 1 teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students.</p> <p><b>Intended Audience:</b> English 1 Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Dean of Instruction and Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> ELA</p> <p><b>Delivery Method:</b> In Person Coaching Session</p> <p><b>Funding Sources:</b> - GT (199 PIC 21) - \$842</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 3:** There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

**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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 52% to 65% 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% to 65% by May 2025.

**Evaluation Data Sources:** MAP Scores

**Strategy 1:** Establish process to support principals in monitoring special education teachers' use of curricula, resources and tools to plan and implement specially designed instruction based on students' current levels of performance.

**Strategy's Expected Result/Impact:** Principals will be able to train teachers in the implementation of monitoring student current levels and what curriculum or strategies they need to influence it.

**Staff Responsible for Monitoring:** Administration

**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

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

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <b>Action Step 1:</b> Special Education Teachers will attend professional development that will help them in supporting the special education students.<br><b>Intended Audience:</b> Special Education Teachers<br><b>Provider / Presenter / Person Responsible:</b> Admin, Dean of Instruction, Instructional Coach<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> Special Education<br><b>Delivery Method:</b> Professional Development<br><br><b>Funding Sources:</b> - SPED (199 PIC 23) - \$1,000 | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Teachers will work with students on calculator strategies and utilizing the calculator to support the knowledge the students are obtaining.

**Strategy's Expected Result/Impact:** Students math scores will grow as they are learning how to use their calculators to support.

**Staff Responsible for Monitoring:** Admin and Math

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments


**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews          |            |                  |             |
|--|------------------|------------|------------------|-------------|
| <b>Action Step 1:</b> We will buy more calculators so that every student has a calculator that they can use.<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Math and Admin<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> Math<br><b>Delivery Method:</b> Purchase of calculators<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-11-6396-04N-042-30-510-000000-25F10 - \$4,000  | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |
| Action Step 2 Details  | Reviews          |            |                  |             |
| <b>Action Step 2:</b> Teachers will do before and after school calculator camps to help those that are struggling or those that want to go further ahead with learning how to use the calculators.<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Math<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> Math<br><b>Delivery Method:</b> Presentation<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-11-6116-04N-042-30-510-000000-25F10 - \$1,500 | <b>Formative</b> |            | <b>Summative</b> |             |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b>       | <b>June</b> |
|  |                  |            |                  |             |



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Our 7th grade math scores are our lowest scores. **Root Cause:** There are gaps in the learning.

**School Processes & Programs**

**Problem Statement 3:** Our students with services do not know how to use the resources that are available to them during STAAR. **Root Cause:** The students are not being held accountable to use them.

**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 students who score at MEETS or above in Algebra 1 from 59% to 85% 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 66% to 100% by May 2025.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

**Strategy's Expected Result/Impact:** To see more students make connections with the lesson and move up in the accountability rating.

**Staff Responsible for Monitoring:** Math, Admin, Dean of Instruction and Instructional Coach

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> The Algebra teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students.</p> <p><b>Intended Audience:</b> Algebra teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Dean of Instruction and the Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> Math</p> <p><b>Delivery Method:</b> In person coaching sessions</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

**Problem Statement 1:** Our 7th grade math scores are our lowest scores. **Root Cause:** There are gaps in the learning.

**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 6-8 grade students scoring at MEETS or above on STAAR Reading from 22% to 40% 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 31% to 50% by May 2025.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** The leadership team will work with the ILT to develop professional development that can give the staff tools to use in the classroom to help to engage the students in the classroom.

**Strategy's Expected Result/Impact:** See the students' test scores rise with the areas being targeted.

**Staff Responsible for Monitoring:** Admin, Dean of Instruction and Instructional Coach

**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Promote and encourage the administration, interpretation, and application of MAPS BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming CEIP goals, targets and professional learning. Do this through pullouts and conferencing with students as well as targeting their areas of need.</p> <p><b>Intended Audience:</b> PLC Teachers<br/> <b>Provider / Presenter / Person Responsible:</b> Admin and Teachers<br/> <b>Date(s) / Timeframe:</b> School Year<br/> <b>Collaborating Departments:</b> ELA<br/> <b>Delivery Method:</b> Conferencing</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-042-24-273-000000- - \$2,248, - SCE (199 PIC 24) - 199-11-6112-001-042-24-273-000000- - \$3,000</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Utilizing tutoring as needed for students that are struggling in certain areas.

**Strategy's Expected Result/Impact:** Students will be met where they are at and have specific tutoring in those TEKS areas.

**Staff Responsible for Monitoring:** Teachers and Admin

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <b>Action Step 1:</b> Targeted tutoring for students that are struggling.<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Teachers<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> ELA and math<br><b>Delivery Method:</b> In Person tutoring<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-11-6116-04N-042-30-510-000000-25F10 - \$3,000, - BASIC (199 PIC 11) - 199-11-6116-XXX-042-11-273-000000- - \$6,192, - BASIC (199 PIC 11) - 199-11-6121-XXX-042-11-273-000000- - \$4,000 | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

**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 6-8 grade students scoring at MEETS or above on STAAR Math from 14% 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 4% to 25% by May 2025.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

**Strategy's Expected Result/Impact:** Our special education students will have growth in their performance on the STAAR.

**Staff Responsible for Monitoring:** Admin, Dean of Instruction and Instructional Coach

**Title I:**

2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


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

| Action Step 1 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <b>Action Step 1:</b> Provide tutoring to our special education students to allow them to fill the gaps and make gains in targeted areas.<br><b>Intended Audience:</b> Students<br><b>Provider / Presenter / Person Responsible:</b> Teachers<br><b>Date(s) / Timeframe:</b> School Year<br><b>Collaborating Departments:</b> Math and ELA<br><b>Delivery Method:</b> Tutoring<br><br><b>Funding Sources:</b> - SPED (199 PIC 23) - \$2,000 | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

|  |
|--|
| <b>Student Learning</b>  |
| <b>Problem Statement 1:</b> Our 7th grade math scores are our lowest scores. <b>Root Cause:</b> There are gaps in the learning.  |
| <b>School Processes &amp; Programs</b>   |
| <b>Problem Statement 3:</b> Our students with services do not know how to use the resources that are available to them during STAAR. <b>Root Cause:</b> The students are not being held accountable to use them. |



**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 14% to 10% by May 2025.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 10% by May 2025.

**Evaluation Data Sources:** Focus

**Strategy 1:** Use parent meetings to discuss the necessary attendance concerns and/or expectations.

**Strategy's Expected Result/Impact:** Lower attendance issues

**Staff Responsible for Monitoring:** Admin and Attendance Clerk

**Title I:**

2.5, 2.6, 4.1





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> Translators for the parents to understand</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Date(s) / Timeframe:</b> By October</p> <p><b>Collaborating Departments:</b> NA</p> <p><b>Funding Sources:</b> - CTE (199 PIC 22) - \$2,289</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:**

## Perceptions

**Problem Statement 2:** We have low parent participation when it comes to things on campus. **Root Cause:** Some of our parents don't know what to help with or how to help.

**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 22 to 15 by May 2025.

**Evaluation Data Sources:** Focus

**Strategy 1:** Create an culture on campus where the expectations are set to follow the school rules and not have major issues that would result in suspension.

**Strategy's Expected Result/Impact:** Fewer suspensions

**Staff Responsible for Monitoring:** Administration

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <b>Action Step 1:</b> Have a transition camp for the 6th graders<br><b>Intended Audience:</b> 6th grade students<br><b>Provider / Presenter / Person Responsible:</b> Administration<br><b>Date(s) / Timeframe:</b> August<br><b>Collaborating Departments:</b> NA<br><b>Delivery Method:</b> Presentation<br><br><b>Funding Sources:</b> - TITLE I (211) - 211-61-6116-04L-042-30-510-000000-25F10 - \$500, - TITLE I (211) - 211-11-6499-04N-042-30-510-000000-25F10 - \$500 | Formative |     | Summative |      |
|  | Nov       | Jan | Mar       | June |
|  |           |     |           |      |

| Action Step 2 Details   | Reviews   |     |           |      |
|---|-----------|-----|-----------|------|
| <p><b>Action Step 2:</b> Create a mentor program that allows students that have had behavior concerns in the past partner with a teacher leader and work to mitigate the behaviors they were struggling with.</p> <p><b>Intended Audience:</b> Students<br/> <b>Provider / Presenter / Person Responsible:</b> Mentor Teachers<br/> <b>Date(s) / Timeframe:</b> School Year<br/> <b>Collaborating Departments:</b> All<br/> <b>Delivery Method:</b> Partnership</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-13-6116-OPD-042-30-510-000000-25F10 - \$285.40, - TITLE I (211) - 211-11-6499-04N-042-30-510-000000-25F10 - \$200, - TITLE I (211) - 211-11-6112-OPD-042-30-510-000000-25F10 - \$700</p> | Formative |     | Summative |      |
|   | Nov       | Jan | Mar       | June |
|   |           |     |           |      |






**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> There is 5% of our student body that has 48% of the referrals. <b>Root Cause:</b> Students not understanding the ways to handle certain situations that arise and then making bad choices.</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:** Increase the positive perception of parents on Engagement with participation in school-wide events from 40% participation to 60%.

**Evaluation Data Sources:** Attendance sign in sheets

**Strategy 1:** Work with interested parents to determine school-wide activities for the year that will celebrate our students, school and community.

**Strategy's Expected Result/Impact:** Student and parent involvement in the school.

**Staff Responsible for Monitoring:** Administration and FES

**Title I:**

4.1





**- TEA Priorities:**

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

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

| Action Step 1 Details  | Reviews   |     |           |      |
|--|-----------|-----|-----------|------|
| <p><b>Action Step 1:</b> FES works with students and parents to have 1 school event per month for the community to participate in.</p> <p><b>Intended Audience:</b> Community</p> <p><b>Provider / Presenter / Person Responsible:</b> FES</p> <p><b>Date(s) / Timeframe:</b> School Year</p> <p><b>Collaborating Departments:</b> NA</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-042-30-510-000000-25F10 - \$2,286</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 3 Problem Statements:**

| Perceptions  |
|--|
| <p><b>Problem Statement 2:</b> We have low parent participation when it comes to things on campus. <b>Root Cause:</b> Some of our parents don't know what to help with or how to help.</p> |

# Campus Funding Summary

| TITLE I (211)                      |                       |          |             |                  |   |   |             |
|------------------------------------|-----------------------|----------|-------------|------------------|---|---|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description   | Account Code                            | Amount      |
| 1                                  | 1                     | 1        | 5           |                  | Reading materials for library use                                       | 211-12-6329-04N-042-30-510-000000-25F10 | \$3,000.00  |
| 1                                  | 1                     | 3        | 1           |                  | Title I Reading/ Mathematics Teacher                                    | 211-11-6119-04N-042-30-510-000000-25F10 | \$69,525.00 |
| 2                                  | 1                     | 2        | 1           |                  | Technology for instructional use  | 211-11-6396-04N-042-30-510-000000-25F10 | \$4,000.00  |
| 2                                  | 1                     | 2        | 2           |                  | Extra duty pay for tutoring after hours (Teacher)                       | 211-11-6116-04N-042-30-510-000000-25F10 | \$1,500.00  |
| 3                                  | 1                     | 2        | 1           |                  | Extra duty pay for tutoring after hours (Teacher)                       | 211-11-6116-04N-042-30-510-000000-25F10 | \$3,000.00  |
| 4                                  | 2                     | 1        | 1           |                  | Extra duty for family engagement activities after hours (Teachers)      | 211-61-6116-04L-042-30-510-000000-25F10 | \$500.00    |
| 4                                  | 2                     | 1        | 1           |                  | Snacks or incentives for students                                       | 211-11-6499-04N-042-30-510-000000-25F10 | \$500.00    |
| 4                                  | 2                     | 1        | 2           |                  | Snacks or incentives for students                                       | 211-11-6499-04N-042-30-510-000000-25F10 | \$200.00    |
| 4                                  | 2                     | 1        | 2           |                  | Subs for professional development                                       | 211-11-6112-0PD-042-30-510-000000-25F10 | \$700.00    |
| 4                                  | 2                     | 1        | 2           |                  | Extra duty pay for PD after hours                                       | 211-13-6116-0PD-042-30-510-000000-25F10 | \$285.40    |
| <b>Sub-Total</b>                   |                       |          |             |                  |   |   | \$83,210.40 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |   |   | \$83,210.40 |
| <b>+/- Difference</b>              |                       |          |             |                  |   |   | \$0.00      |
| FAMILY ENGAGEMENT (211)            |                       |          |             |                  |   |   |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description   | Account Code                            | Amount      |
| 4                                  | 3                     | 1        | 1           |                  | Extra duty for family engagement activities after hours (Support Staff) | 211-61-6121-04L-042-30-510-000000-25F10 | \$2,286.00  |

| FAMILY ENGAGEMENT (211)            |                       |          |             |                  |   |                                    |             |
|------------------------------------|-----------------------|----------|-------------|------------------|---|------------------------------------|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                             | Account Code                       | Amount      |
| <b>Sub-Total</b>                   |                       |          |             |                  |   |                                    | \$2,286.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |   |                                    | \$2,286.00  |
| <b>+/- Difference</b>              |                       |          |             |                  |   |                                    | \$0.00      |
| BASIC (199 PIC 11)                 |                       |          |             |                  |   |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                             | Account Code                       | Amount      |
| 1                                  | 1                     | 1        | 3           |                  | INSTRUCTION   GENERAL SUPPLIES          | 199-11-6399-XXX-042-11-273-000000- | \$2,000.00  |
| 3                                  | 1                     | 2        | 1           |                  | INSTRUCTION   EXTRA DUTY/OT - SUPPORT   | 199-11-6121-XXX-042-11-273-000000- | \$4,000.00  |
| 3                                  | 1                     | 2        | 1           |                  | INSTRUCTION   EXTRA DUTY - PROFESSIONAL | 199-11-6116-XXX-042-11-273-000000- | \$6,192.00  |
| <b>Sub-Total</b>                   |                       |          |             |                  |   |                                    | \$12,192.00 |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |   |                                    | \$12,192.00 |
| <b>+/- Difference</b>              |                       |          |             |                  |   |                                    | \$0.00      |
| GT (199 PIC 21)                    |                       |          |             |                  |   |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                             | Account Code                       | Amount      |
| 1                                  | 2                     | 1        | 1           |                  | SUBS - PROFESSIONAL                     |                                    | \$842.00    |
| <b>Sub-Total</b>                   |                       |          |             |                  |   |                                    | \$842.00    |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |   |                                    | \$842.00    |
| <b>+/- Difference</b>              |                       |          |             |                  |   |                                    | \$0.00      |
| CTE (199 PIC 22)                   |                       |          |             |                  |   |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                             | Account Code                       | Amount      |
| 4                                  | 1                     | 1        | 1           |                  | TECHNOLOGY < \$5000                     |                                    | \$2,289.00  |
| <b>Sub-Total</b>                   |                       |          |             |                  |   |                                    | \$2,289.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |   |                                    | \$2,289.00  |
| <b>+/- Difference</b>              |                       |          |             |                  |   |                                    | \$0.00      |

| SPED (199 PIC 23)                  |                       |          |             |                  |  |                                    |             |
|------------------------------------|-----------------------|----------|-------------|------------------|--|------------------------------------|-------------|
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                                  | Account Code                       | Amount      |
| 1                                  | 1                     | 1        | 2           |                  | OTHER READING MATERIALS                      |                                    | \$314.00    |
| 1                                  | 1                     | 2        | 1           |                  | SUBS - PROFESSIONAL                          |                                    | \$1,000.00  |
| 2                                  | 1                     | 1        | 1           |                  | SUBS - PROFESSIONAL                          |                                    | \$1,000.00  |
| 3                                  | 2                     | 1        | 1           |                  | EXTRA DUTY - PROFESSIONAL                    |                                    | \$2,000.00  |
| <b>Sub-Total</b>                   |                       |          |             |                  |  |                                    | \$4,314.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |  |                                    | \$4,314.00  |
| <b>+/- Difference</b>              |                       |          |             |                  |  |                                    | \$0.00      |
| SCE (199 PIC 24)                   |                       |          |             |                  |  |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                                  | Account Code                       | Amount      |
| 3                                  | 1                     | 1        | 1           |                  | Supplies and materials for instructional use | 199-11-6399-001-042-24-273-000000- | \$2,248.00  |
| 3                                  | 1                     | 1        | 1           |                  | Subs for supplemental instruction            | 199-11-6112-001-042-24-273-000000- | \$3,000.00  |
| <b>Sub-Total</b>                   |                       |          |             |                  |  |                                    | \$5,248.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |  |                                    | \$5,248.00  |
| <b>+/- Difference</b>              |                       |          |             |                  |  |                                    | \$0.00      |
| BEA (199 PIC 25)                   |                       |          |             |                  |  |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                                  | Account Code                       | Amount      |
| 1                                  | 1                     | 1        | 1           |                  | Supplies and materials - instruction         | 199-11-6399-001-042-25-273-000000  | \$1,712.00  |
| <b>Sub-Total</b>                   |                       |          |             |                  |  |                                    | \$1,712.00  |
| <b>Budgeted Fund Source Amount</b> |                       |          |             |                  |  |                                    | \$1,712.00  |
| <b>+/- Difference</b>              |                       |          |             |                  |  |                                    | \$0.00      |
| UNDISTRIBUTED (199 PIC 99)         |                       |          |             |                  |  |                                    |             |
| Goal                               | Performance Objective | Strategy | Action Step | Resources Needed | Description                                  | Account Code                       | Amount      |
| 1                                  | 1                     | 1        | 4           |                  | INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES    | 199-12-6399-XXX-042-99-273-000000- | \$12,192.00 |



**UNDISTRIBUTED (199 PIC 99)**

| <b>Goal</b>                        | <b>Performance Objective</b> | <b>Strategy</b> | <b>Action Step</b> | <b>Resources Needed</b> | <b>Description</b> | <b>Account Code</b> | <b>Amount</b> |
|------------------------------------|------------------------------|-----------------|--------------------|-------------------------|--------------------|---------------------|---------------|
| <b>Sub-Total</b>                   |                              |                 |                    |                         |                    |                     | \$12,192.00   |
| <b>Budgeted Fund Source Amount</b> |                              |                 |                    |                         |                    |                     | \$12,192.00   |
| <b>+/- Difference</b>              |                              |                 |                    |                         |                    |                     | \$0.00        |
| <b>Grand Total Budgeted</b>        |                              |                 |                    |                         |                    |                     | \$124,285.40  |
| <b>Grand Total Spent</b>           |                              |                 |                    |                         |                    |                     | \$124,285.40  |
| <b>+/- Difference</b>              |                              |                 |                    |                         |                    |                     | \$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    |