

**Fort Worth Independent School District**  
**223 Cesar Chavez Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Cesar Chavez Elementary we work as a team to facilitate high quality relevant instruction. We inspire students to be life-long learners, and equip them with critical, creative, and technological skills for excellence and kindness in their future endeavors.

## Vision

Our vision is that students will persevere responsibly and confidently through the challenges of today's world and thereby make great contributions to the community.

## C.O.L.T. Pride Code of Conduct

Come prepared to school every day.

Own your actions.

Learn with others every day.

Take responsibility.

I have COLT Pride!

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# Comprehensive Needs Assessment

Revised/Approved: May 7, 2024

## Demographics

### Demographics Summary

Cesar Chavez Elementary is a Dual Language and ESL school in the close knit community known as Diamond Hill in the northernmost neighborhood of FWISD. Half of our classrooms are Dual Language while the other half are ESL with some monolingual students. A recent increase in international students as of the 23-24 school year has changed what used to be our Regular Program monolingual classrooms into ESL classrooms. Our Demographic breakdown is as follows: 82% Hispanic, 9% African American, 5% White, 4% Asian, and 1% 2 or more. 96% of our students qualify as Economically Disadvantaged. 64% are Emergent Bilinguals, 61% are served by Bilingual Education/ or ESL, 4% of our students are served by a 504 plan. 8% of our students are identified as Dyslexic, 2.4% of our students identify as homeless, 7% are identified as Gifted and Talented, 23% are served by Special Education/Speech, 8% of our students are Asylee/ Refugees, 84% of our students qualify as At Risk. Most students live within walking distance of the school. Most of our teachers (70%) have over 6 years of experience. 30% are beginner teachers with under 5 years of experience. Most teachers with school age children enroll their children in our school. We have decreased our percentage of chronically absent students from 18.7% last year to 11% this year. Our average daily attendance is 94%. Student behavior at our school is positive with minimal discipline referrals.

### Demographics Strengths

Parents in our school community are supportive and responsive when teachers call to address student needs. Most parents attend parent/teacher conferences when needed, support student clubs, and attend parent events. Our community is predominantly Hispanic with many families speaking Spanish at home for two or more generations. Our refugee/ asylee families speak Dari, Farsi, or Kenyarwanda. We have many two parent households. Our teachers are supportive of each other's work. Most teachers are highly skilled and knowledgeable. Via home visits, we have made positive connections with families in effective efforts to decrease chronic absenteeism. Upon popular request, we have started a Soccer team. While enrolment in our District is declining, our enrollment has increased from 456 to 484 in one year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We are limited in our capacity to efficiently and effectively communicate with our Afghan and Congolese families. **Root Cause:** We have not established a consistent system for translation, interpretation, and meeting facilitation to meet the communication needs we have encountered for various functions throughout the year.

**Problem Statement 2 (Prioritized):** 86% of our students are considered "At Risk" which poses challenges of insufficient resources at home for most of our students including medical access, food access, and limited access to academically enriching experiences outside the school environment. **Root Cause:** We have limited community partnerships to support the basic needs of our families.

**Problem Statement 3 (Prioritized):** Based on Branching Minds reports, discipline referrals, counselor referrals, and MAP data, teachers with mobile students are more likely to report that new/ mobile present higher incidents of academic and social/emotional gaps. **Root Cause:** As our mobile population has increased, we have not created a transition system to ensure that mobile students receive consistent priority in MTSS and other school programs.

**Problem Statement 4:** Special Ed. case load lists, Dyslexia case load lists, and Special Education schedules show that the number of minutes required by students with multiple services (ex. Dyslexia and inclusion) exceeds the capacity of our current Special Education staff such that we have encountered scheduling limitations that interfere with our ability to provide all Tier 1 core minutes and required Sp Ed services. **Root Cause:** We have limited staff for supporting Special Education compared to smaller schools.

# Student Learning

## Student Learning Summary

The last time our school was rated by TEA our score was 85 and a "B" as a result of the growth students experienced returning to in person instruction post-COVID. That year, we missed the "A" rating by only one point. That year, however, we also scored a 59 in the student achievement domain. Overall, our MAP scores show that teaching and learning at our school have positive impact on student growth that is on target with expected growth, however the growth has not been sustained across grade levels so that our achievement is not reaching the national norm. For example, at the middle of the school year in Math, our school was at the 42nd percentile for achievement with 47% of students working below grade level in Math. In the middle of the year for Reading this year our school was at the 40th percentile for achievement with 50% of our students working below grade level in Reading. Continued acceleration will be needed to move cohorts of students across grade levels into achievement as well as growth. Areas to address include ensuring that the new population of English Learners continues to make academic progress, attention to science instruction, and attention to special populations such as Special Education, EB, and GT and writing across all grade levels.

## Student Learning Strengths

### Reading

Most students are on track for 50% of students to meet their growth projection for the middle of the school year.

K-5 students achievement level in English is 8% higher with 40% meeting achievement at the middle of 2024 than last year at the middle of the year when only 32% were meeting achievement. Reading achievement has reached 58% on MAP in the middle of the year showing that Spanish reading achievement is 1% higher this year at the middle of last year. Our widest achievement gap this year is with our English Special Ed. Students. They are 2% higher at MOY than last year at MOY. The highest growth and achievement has been experienced in grades K, 3, and 4. These grade levels report that they have been able to enhance and capitalize on the strengths of the Amplify reading curriculum in its second year of implementation.

### Math

Achievement of grade level norms is 8 points higher this year than last year growing from 34% meeting grade level norms at the middle of the year last year up to 42% at the middle of this year. Teachers report a higher level of understanding of the Eureka program in its second year and they also report being better able to identify and address gaps in this curriculum based on the use of Lead4ward alignment materials.

### Student Data

Students track data and goals in their classrooms. They are aware of strategies for improvement towards their goals including the use of Dreambox and Core 5.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading. **Root Cause:** Reading acceleration techniques have not been fully implemented consistently across all classrooms.

**Problem Statement 2 (Prioritized):** Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math. **Root Cause:** Math acceleration techniques have not been fully implemented consistently in all classrooms.

**Problem Statement 3 (Prioritized):** Although Special Education students testing in English for reading have a 2% increase in achievement based on MAP data, the gap between our regular education and Special Education students is 25 points wide with Regular Education average achievement at 40% **Root Cause:** We have not consistently or equitably capitalized on acceleration techniques for Special Education students.

**Problem Statement 4 (Prioritized):** On TELPAS at the end of last year, only 28% of our students moved up one level and 14% regressed. Listening, Speaking, Reading, and Writing proficiency levels in the students' second language need to increase since last year only 58% of our bilingual students made progress. **Root Cause:** We have not consistently implemented the ELPS across all classrooms.

**Problem Statement 5:** Science achievement on state test is low with only 18% meeting the state standard at the meets level on STAAR and only 18% of students performing at the "meets" level on the STAAR interim this winter. **Root Cause:** We have not consistently implemented Science instruction at all grade levels with the same quality as reading and math.

# School Processes & Programs

## School Processes & Programs Summary

Many of the established systems have served our school's organizational purposes and clearly outlined responsibilities. As our staffing and programs change, we need a method to continuously revise our procedures and responsibilities to ensure organization, communication, and safety and continued high quality service to the students.

## School Processes & Programs Strengths

The school handbook, calendar, newsletter, team structure, and roles and responsibilities are clearly outlined. This creates a sense of order in most aspects of the school schedule and day to day operation. The school has supportive staff including counselor, instructional coach, and administrators. Some problem areas that were successfully improved include attendance calls, home visits, and transitions to and from specials.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Procedures such as announcements at 10 a.m., school store re-stocking, and busy dismissal cause confusion or inconvenience for some teachers, but more importantly, could create safety issues as well. **Root Cause:** We have not created systems to continuously revise needed upgrades to all of our procedures to ensure excellent communication of each area as well as clarity of dismissal for safety of all students.

**Problem Statement 2 (Prioritized):** Our data analyst and family engagement specialist positions will no longer exist next year and the duties that they performed such as test coordinating, LPAC, support for new families, community outreach, and support for attendance were essential. The problem next year will be that we will have responsibilities that are newly assigned to people with existing roles and responsibilities. **Root Cause:** We have not yet re-distributed responsibilities left by the FES and Data Analyst to a person or persons.



# Perceptions

## Perceptions Summary

At Cesar Chavez Elementary, there is a strong tradition of positive and supportive campus culture that includes staff, families, and students. While there have been efforts to include the wider business and religious community, those efforts have been less successful. We have also struggled to deepen the relationships that exist with parents to be able to include them in more meaningful and academically related tasks. Parents and community do not currently contribute as much as teachers do. Some areas that need to be addressed include attendance, chronic absenteeism, tardiness, communication of safety measures, communication with families who speak languages other than English and Spanish, and expansion of opportunities for parents to volunteer.

## Perceptions Strengths

Family surveys show that parents are highly satisfied with teacher communication, the organization of the school, and the way we treat stakeholders. Teachers feel supported in their work and most students comply with behavior expectations. We have some after school activities such as tutoring, soccer and running club. There are family activities every month and many families do attend. There is a strong presence on our social media and we reward students for their efforts and achievements. Staff are hard working and dedicated. The school has some beloved traditions such as parades, assemblies, the store, and dress out days.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Although family events are widely popular, they do not always bring parents into the academic topics. **Root Cause:** We have not established clear and focused criteria to guide our parent event planning.

**Problem Statement 2:** Although we have a PTO started, they have been inactive. **Root Cause:** We have not established clear desired outcomes for our parent organization,

**Problem Statement 3 (Prioritized):** Our school operates with superficial and minimal involvement of businesses, community partners, and parents. **Root Cause:** We have not established a team to create, maintain, deepen, and grow relationships with outside organizations and parents to include the desired benefits of these mutual relationships.

**Problem Statement 4:** Although attendance has improved based on chronically absent students changing from 84% attendance to 94% attendance, our Focus report card and campus records show that many students are tardy. **Root Cause:** We have not effectively communicated the need for on time attendance or created schedules that take this into consideration.

**Problem Statement 5 (Prioritized):** Although attendance has improved over time, Pre-K, Kindergarten, and 1st grade continue to show lower attendance than the rest of the grade levels with 90%,-93% attendance and the rest of the grades between 94% and 96% at the middle of the year. **Root Cause:** We have not addressed a combination of students social emotional needs and parent communication needs in the lower grades.

# Priority Problem Statements

**Problem Statement 1:** Our school operates with superficial and minimal involvement of businesses, community partners, and parents.

**Root Cause 1:** We have not established a team to create, maintain, deepen, and grow relationships with outside organizations and parents to include the desired benefits of these mutual relationships.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Although attendance has improved over time, Pre-K, Kindergarten, and 1st grade continue to show lower attendance than the rest of the grade levels with 90%,-93% attendance and the rest of the grades between 94% and 96% at the middle of the year.

**Root Cause 2:** We have not addressed a combination of students social emotional needs and parent communication needs in the lower grades.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** 86% of our students are considered "At Risk" which poses challenges of insufficient resources at home for most of our students including medical access, food access, and limited access to academically enriching experiences outside the school environment.

**Root Cause 3:** We have limited community partnerships to support the basic needs of our families.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** We are limited in our capacity to efficiently and effectively communicate with our Afghan and Congolese families.

**Root Cause 4:** We have not established a consistent system for translation, interpretation, and meeting facilitation to meet the communication needs we have encountered for various functions throughout the year.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Based on Branching Minds reports, discipline referrals, counselor referrals, and MAP data, teachers with mobile students are more likely to report that new/mobile present higher incidents of academic and social/emotional gaps.

**Root Cause 5:** As our mobile population has increased, we have not created a transition system to ensure that mobile students receive consistent priority in MTSS and other school programs.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** On TELPAS at the end of last year, only 28% of our students moved up one level and 14% regressed. Listening, Speaking, Reading, and Writing proficiency levels in the students' second language need to increase since last year only 58% of our bilingual students made progress.

**Root Cause 6:** We have not consistently implemented the ELPS across all classrooms.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim

assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math.

**Root Cause 7:** Math acceleration techniques have not been fully implemented consistently in all classrooms.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading.

**Root Cause 8:** Reading acceleration techniques have not been fully implemented consistently across all classrooms.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Although Special Education students testing in English for reading have a 2% increase in achievement based on MAP data, the gap between our regular education and Special Education students is 25 points wide with Regular Education average achievement at 40%

**Root Cause 9:** We have not consistently or equitably capitalized on acceleration techniques for Special Education students.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Our data analyst and family engagement specialist positions will no longer exist next year and the duties that they performed such as test coordinating, LPAC, support for new families, community outreach, and support for attendance were essential. The problem next year will be that we will have responsibilities that are newly assigned to people with existing roles and responsibilities.

**Root Cause 10:** We have not yet re-distributed responsibilities left by the FES and Data Analyst to a person or persons.

**Problem Statement 10 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Migrant/non-migrant 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
- Student surveys and/or other feedback
- 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
- T-TESS 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
- Communications data

# Goals

Revised/Approved: March 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:** Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in English from 100% to 100% by May 2025.

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

Increase the percentage of English Language Learners ) who score On Track on Circle Phonological Awareness in Spanish from 80% to 95% by May 2025.

### High Priority

**Evaluation Data Sources:** Circle Assessment

**Strategy 1:** Pre K PLCs will take place with an administrator, team leader, coach, or specialist to share effective strategies for literacy using the Creative Curriculum approach as well as other District resources.

**Strategy's Expected Result/Impact:** As a result of sharing effective literacy strategies, teachers will gain expertise and better serve student needs.

**Staff Responsible for Monitoring:** Team Leaders

### Title I:

2.4

#### - TEA Priorities:





Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

#### - Results Driven Accountability

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a Pre K PLC calendar with assigned facilitators and shared objectives agreed upon by the team. <b>Intended Audience:</b> Pre K Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators and Team Leader <b>Date(s) / Timeframe:</b> August 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June
<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>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading. <b>Root Cause:</b> Reading acceleration techniques have not been fully implemented consistently across all classrooms.</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 55.6% to 72% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 53.3% to 70% by May 2025.

Increase the percentage of Spanish testing Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 32% to 50% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Fluency Assessment

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous TEKS aligned lessons based upon student needs with district-approved resources.

**Strategy's Expected Result/Impact:** As a result of regularly scheduled PLCs, teachers capacity for providing effective instruction for all students will increase.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**- Results Driven Accountability**


**Problem Statements:** Student Learning 1, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a PLC calendar to include high impact research based strategies to support high quality instruction including: Demonstrations by Master Teachers TEKS analysis Creation of Shared Assessments Analysis of Student Learning using Student Products Co-Teaching, and Professional Learning	Formative		Summative	
	Nov	Jan	Mar	June



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading. **Root Cause:** Reading acceleration techniques have not been fully implemented consistently across all classrooms.

**Problem Statement 4:** On TELPAS at the end of last year, only 28% of our students moved up one level and 14% regressed. Listening, Speaking, Reading, and Writing proficiency levels in the students' second language need to increase since last year only 58% of our bilingual students made progress. **Root Cause:** We have not consistently implemented the ELPS across all classrooms.

**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 53.6% to 60% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 54.9% to 62% 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 39.7% to 45% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of Tier 1 Instruction in accordance with the FWISD Instructional Framework. to implement the Amplify curriculum with opportunities for teachers to engage in long term unit planning using backwards design.

**Strategy's Expected Result/Impact:** As a result of backwards design and improved Tier 1 instruction, students will show increasingly proficient performance on Unit Assessments and Interim Assessments.

**Staff Responsible for Monitoring:** Administrators

**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 1, 3, 4


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create a calendar for supported unit planning using the Amplify units and unit assessments under the guidance of trained staff including Administrators, Teacher Leaders, and Instructional Coach with an emphasis on creating scaffolds and language opportunities for Emergent Bilingual and Special Education students.</p> <p>Unit planning will result in activities for students to address the needs of Emergent Bilingual Students and Special Education Students.</p> <p>Library time will support unit plans in literacy.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> Every 6 weeks</p> <p><b>Collaborating Departments:</b> Literacy</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Supplies needed to create activities for students - BEA (199 PIC 25) - 199-11-6399-001-223-25-313-000000 - \$2,340, Supplies needed to create activities for students - SPED (199 PIC 23) - \$4,838, Supplies needed to create activities for students - GT (199 PIC 21) - \$571, Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-223-99-313-000000- - \$9,945, Supplies and materials - SCE (199 PIC 24) - 199-11-6116-001-223-24-313-000000- - \$5,420.60</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading. <b>Root Cause:</b> Reading acceleration techniques have not been fully implemented consistently across all classrooms.</p> <p><b>Problem Statement 3:</b> Although Special Education students testing in English for reading have a 2% increase in achievement based on MAP data, the gap between our regular education and Special Education students is 25 points wide with Regular Education average achievement at 40% <b>Root Cause:</b> We have not consistently or equitably capitalized on acceleration techniques for Special Education students.</p> <p><b>Problem Statement 4:</b> On TELPAS at the end of last year, only 28% of our students moved up one level and 14% regressed. Listening, Speaking, Reading, and Writing proficiency levels in the students' second language need to increase since last year only 58% of our bilingual students made progress. <b>Root Cause:</b> We have not consistently implemented the ELPS across all classrooms.</p>

**Goal 2: Early Math**

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 93.3% to 98% by May 2025.

Increase the percentage of ELLs on the same measure from 92% to 98% by May 2025.

**High Priority**

**Evaluation Data Sources:** Circle Math Assessment

**Strategy 1:** Pre K PLCs will take place with an administrator, team leader, coach, or specialist to share effective strategies for Math using the Creative Curriculum approach as well as other District resources.

**Strategy's Expected Result/Impact:** As a result of PLCs focused on Math using the creative curriculum, teacher capacity to develop numeracy for early learners.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math





**- ESF Levers:**

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

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Develop a PLC calendar to include high impact research based strategies to support high quality instruction including:</p> <ul style="list-style-type: none"> <li>Demonstrations by Master Teachers</li> <li>Guideline analysis</li> <li>Creation of Shared Assessments</li> <li>Analysis of Student Learning using Student Products</li> <li>Peer Observations</li> <li>Professional Learning</li> </ul> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach  <b>Date(s) / Timeframe:</b> Monthly  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math. <b>Root Cause:</b> Math acceleration techniques have not been fully implemented consistently in all classrooms.</p>
<p><b>Problem Statement 3:</b> Although Special Education students testing in English for reading have a 2% increase in achievement based on MAP data, the gap between our regular education and Special Education students is 25 points wide with Regular Education average achievement at 40% <b>Root Cause:</b> We have not consistently or equitably capitalized on acceleration techniques for Special Education students.</p>

**Goal 2: Early Math**

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

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from \_\_% to \_\_% 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 \_\_% to \_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** TX KEA Math Assessment

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** As a result of focusing on Tier 1 instruction to increase fluency and concept attainment, teachers will increase their proficiency to plan and deliver high quality math instruction resulting in increased student Math scores.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a Math PLC calendar to include topics such as data tracking, formative assessments, sharing problem solving techniques, sharing best practices, and co teaching. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Leadership Team and Team Leaders <b>Date(s) / Timeframe:</b> Monthly <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math. **Root Cause:** Math acceleration techniques have not been fully implemented consistently in all classrooms.

**Goal 2: Early Math**

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

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 50% to 67% by May 2025.

Increase the percentage Economically Disadvantaged students on the same measure from 49% to 60% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Math

**Strategy 1:** Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** As a result of increased teacher capacity in Math instruction, students scores for Math will increase.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**





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

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Develop a PLC calendar to include high impact research based strategies to support high quality instruction including:</p> <p>Demonstrations by Master Teachers            TEKS analysis            Creation of Shared Assessments            Analysis of Student Learning using Student Products            Peer Observation/ Co Teaching            Professional Learning</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Leadership Team and Teacher Leaders  <b>Date(s) / Timeframe:</b> Monthly  <b>Collaborating Departments:</b> Math  <b>Delivery Method:</b> In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math. <b>Root Cause:</b> Math acceleration techniques have not been fully implemented consistently in all classrooms.</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 30% to 50% by May 2025. Increase the percentage of Special Education students in the same measure from 13% to 25% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR Test

**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:** As a result of increased depth and complexity of instruction and increased rigor in Reading and Writing instruction, student reading and writing scores will increase.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

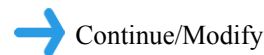
**- ESF Levers:**

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

**Problem Statements:** Student Learning 1, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will utilize Lead4Ward playlist strategies and attend professional learning together at faculty meetings to support language development for all learners especially learners strengthening their English. Students at both high and low extremes in need of acceleration will have support in the classroom during intervention time and using after school homework help.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Leaders, Librarian  <b>Date(s) / Timeframe:</b> Monthly  <b>Collaborating Departments:</b> Reading  <b>Delivery Method:</b> In Person and virtual</p> <p><b>Funding Sources:</b> Extra Duty for after school homework club - TITLE I (211) - 211-11-6116-04E-223-30-510-000000-25F10 - \$1,837, Document Cameras for Enhancing Visual Lesson Support - TITLE I (211) - 211-11-6396-04E-223-30-510-000000-25F10 - \$1,019.60, Classroom visuals and supplies for creating classroom tools and activities - SCE (199 PIC 24) - 199-11-6399-001-223-24-313-000000- - \$639.40, Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-223-11-313-000000- - \$16,150, - UNDISTRIBUTED (199 PIC 99) - 199-13-6499-XXX-223-99-313-000000-</p>	Formative		Summative	
	Nov	Jan	Mar	June






**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although growth in reading is high with over 50% of students meeting expected growth at MOY this yr., achievement is below the national norm based on only 53-55% of students meeting grade level expectations on MAP fluency in grades K-3. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for reading. <b>Root Cause:</b> Reading acceleration techniques have not been fully implemented consistently across all classrooms.</p> <p><b>Problem Statement 4:</b> On TELPAS at the end of last year, only 28% of our students moved up one level and 14% regressed. Listening, Speaking, Reading, and Writing proficiency levels in the students' second language need to increase since last year only 58% of our bilingual students made progress. <b>Root Cause:</b> We have not consistently implemented the ELPS across all classrooms.</p>

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 29% to 40% by May 2025. Increase the percentage of Special Education students on the same measure from 25% to 30% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR Test

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** As a result of improved data use, student needs will be met sooner allowing time to develop towards the Meets and Masters level of performance.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will review MAP data and the MAP continuum with their grade level (PLC) and vertically (Faculty Meetings) at key points during each semester and share best practices according to the PLC and Faculty Meeting schedule.	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 2:** Although growth in math is high with 50% of students meeting expected growth at MOY, achievement is below the national norm based on the interim assessments where only 40% of 3rd gr., 31% of 4th gr., and 20% of 5th gr. performed in the MET category or better on STAAR. On the state test at the end of last year, only 29% of our students met the grade level norm at the meets level for math. **Root Cause:** Math acceleration techniques have not been fully implemented consistently in all classrooms.

**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 number and percentage of Economically Disadvantaged students in the same measure from 15% to 10% by May 2025.

**High Priority**

**Evaluation Data Sources:** Attendance 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:** As a result of increased alignment of resources and MTSS, attendance will increase.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.6, 4.2





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1, 2, 3 - School Processes & Programs 2 - Perceptions 3, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Schedule SST meetings to take place regularly and assign school personnel to share responsibilities of warm calls, priority calls, scheduling parent meetings and scheduling home visits.</p> <p>Schedule teacher assistant to work with students who need extra assistance based on MTSS data.</p> <p>Schedule parent meetings, and engagement opportunities for parents.</p> <p><b>Intended Audience:</b> Parents and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators/ Counselor</p> <p><b>Funding Sources:</b> Counselor - TITLE I (211) - 211-31-6119-04E-223-30-510-000000-25F10 - \$73,363, Teacher Assistant - TITLE I (211) - 211-11-6129-04E-223-30-510-000000-25F10 - \$26,894, Food for parent engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-223-30-510-000000-25F10 - \$1,502, Extra duty pay - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-223-30-510-000000-25F10 - \$1,300</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:**

Demographics
<p><b>Problem Statement 1:</b> We are limited in our capacity to efficiently and effectively communicate with our Afghan and Congolese families. <b>Root Cause:</b> We have not established a consistent system for translation, interpretation, and meeting facilitation to meet the communication needs we have encountered for various functions throughout the year.</p>
<p><b>Problem Statement 2:</b> 86% of our students are considered "At Risk" which poses challenges of insufficient resources at home for most of our students including medical access, food access, and limited access to academically enriching experiences outside the school environment. <b>Root Cause:</b> We have limited community partnerships to support the basic needs of our families.</p>
<p><b>Problem Statement 3:</b> Based on Branching Minds reports, discipline referrals, counselor referrals, and MAP data, teachers with mobile students are more likely to report that new/mobile present higher incidents of academic and social/emotional gaps. <b>Root Cause:</b> As our mobile population has increased, we have not created a transition system to ensure that mobile students receive consistent priority in MTSS and other school programs.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Our data analyst and family engagement specialist positions will no longer exist next year and the duties that they performed such as test coordinating, LPAC, support for new families, community outreach, and support for attendance were essential. The problem next year will be that we will have responsibilities that are newly assigned to people with existing roles and responsibilities. <b>Root Cause:</b> We have not yet re-distributed responsibilities left by the FES and Data Analyst to a person or persons.</p>
Perceptions
<p><b>Problem Statement 3:</b> Our school operates with superficial and minimal involvement of businesses, community partners, and parents. <b>Root Cause:</b> We have not established a team to create, maintain, deepen, and grow relationships with outside organizations and parents to include the desired benefits of these mutual relationships.</p>

## Perceptions

**Problem Statement 5:** Although attendance has improved over time, Pre-K, Kindergarten, and 1st grade continue to show lower attendance than the rest of the grade levels with 90%, -93% attendance and the rest of the grades between 94% and 96% at the middle of the year. **Root Cause:** We have not addressed a combination of students social emotional needs and parent communication needs in the lower grades.



**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 2.7% to .6% by May 2025.

**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:** As a result of stronger supports for students, school culture will improve to promote positive behavior.

**Title I:**


2.6


**- TEA Priorities:**


Improve low-performing schools


**Problem Statements:** Demographics 2, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During Faculty Meetings, schedule opportunities for teachers to address common classroom management tools such as: Setting up a Respect Agreement Non Negotiable Classroom Routines Positive Reinforcement techniques Differentiated tools to support behavior improvement Boystown Capturing Kids' Hearts Conscious Discipline	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> 86% of our students are considered "At Risk" which poses challenges of insufficient resources at home for most of our students including medical access, food access, and limited access to academically enriching experiences outside the school environment. <b>Root Cause:</b> We have limited community partnerships to support the basic needs of our families.</p>

## Demographics

**Problem Statement 3:** Based on Branching Minds reports, discipline referrals, counselor referrals, and MAP data, teachers with mobile students are more likely to report that new/mobile present higher incidents of academic and social/emotional gaps. **Root Cause:** As our mobile population has increased, we have not created a transition system to ensure that mobile students receive consistent priority in MTSS and other school programs.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Extra Duty for after school homework club	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-223-30-510-000000-25F10	\$1,837.00
3	1	1	1	Document Cameras for Enhancing Visual Lesson Support	Technology for instructional use	211-11-6396-04E-223-30-510-000000-25F10	\$1,019.60
4	1	1	1	Counselor	Counselor - Elementary	211-31-6119-04E-223-30-510-000000-25F10	\$73,363.00
4	1	1	1	Teacher Assistant	Title I Bilingual Teacher Assitant	211-11-6129-04E-223-30-510-000000-25F10	\$26,894.00
<b>Sub-Total</b>							\$103,113.60
<b>Budgeted Fund Source Amount</b>							\$103,113.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Extra duty pay	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-223-30-510-000000-25F10	\$1,300.00
4	1	1	1	Food for parent engagement	Snacks for parents to promote participation	211-61-6499-04L-223-30-510-000000-25F10	\$1,502.00
<b>Sub-Total</b>							\$2,802.00
<b>Budgeted Fund Source Amount</b>							\$2,802.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-223-11-313-000000-	\$16,150.00
<b>Sub-Total</b>							\$16,150.00
<b>Budgeted Fund Source Amount</b>							\$16,150.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies needed to create activities for students	GENERAL SUPPLIES		\$571.00
<b>Sub-Total</b>							\$571.00
<b>Budgeted Fund Source Amount</b>							\$571.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies needed to create activities for students	GENERAL SUPPLIES		\$4,838.00
<b>Sub-Total</b>							\$4,838.00
<b>Budgeted Fund Source Amount</b>							\$4,838.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies and materials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-223-24-313-000000-	\$5,420.60
3	1	1	1	Classroom visuals and supplies for creating classroom tools and activities	Supplies and materials for instructional use	199-11-6399-001-223-24-313-000000-	\$639.40
<b>Sub-Total</b>							\$6,060.00
<b>Budgeted Fund Source Amount</b>							\$6,060.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies needed to create activities for students	Supplies and materials - instruction	199-11-6399-001-223-25-313-000000	\$2,340.00
<b>Sub-Total</b>							\$2,340.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$2,340.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Library Books	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-223-99-313-000000-	\$9,945.00
3	1	1	1		STAFF DEVELOPMENT   MISC OPERATING COSTS	199-13-6499-XXX-223-99-313-000000-	\$0.00
<b>Sub-Total</b>							\$9,945.00
<b>Budgeted Fund Source Amount</b>							\$9,945.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$145,819.60
<b>Grand Total Spent</b>							\$145,819.60
<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