

**Fort Worth Independent School District**  
**168 Springdale Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Springdale Elementary is committed to encouraging and fostering academic, emotional, and social success in all students. We aim to do this with the help of our faculty, families, and community through providing opportunities for intervention and enrichment based on each student's individual needs and goals.

## Vision

Preparing all of our students for their future.

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# Comprehensive Needs Assessment

Revised/Approved: February 22, 2024

## Demographics

### Demographics Summary

Springdale Elementary school is located in the Carter-Riverside area and is a neighborhood school within the Fort Worth ISD. Springdale's enrollment for the 2023-2024 school year began at 345, but has steadily grown to about 410. This number is slightly higher than last school year although the overall district enrollment has continued to decline over the last 7 years due to the increase in alternative school options, mainly the competing charter schools opening in the metroplex. This number is also higher than the projected enrollment for this school year. Springdale's attendance rate was 92.06 for the Fall 2022 semester which was above district average. Springdale's attendance for the Fall 2023 semester has further improved to 95.43. The Springdale student population is predominantly Hispanic, with 93.4% of students in this ethnicity group. The remaining student population consists of 2.9% white, 1.7% Asian, 1.2% African American, and .7% identified as 2 or more races. Springdale Elementary is a Title I campus, meaning that a majority (96%) of our students' families are below the national poverty level, 100% of our students qualifying as economically disadvantaged and receiving free or reduced lunch as we are a CEP (Community Eligibility Provision) campus.

Springdale is an EE-5th grade campus, with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in one self-contained special education class for the early childhood special education (ECSE) students and the rest receive services in inclusion classes. Our special education students range in variety of diagnosis with 7.4% of our student population participating in one of our programs or models, including speech. Likewise, we have 3.8% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. In addition to special education and dyslexia programs, Springdale offers a gifted and talented program for grades kindergarten through fifth grade with 6.5% of our students identified as gifted and talented. All kindergarten and first grade students participate in three high-level, open-ended activities created to provoke gifted behaviors throughout the school year. Classroom teachers and gifted teachers lead the activity and observe for gifted characteristics.

### Demographics Strengths

#### Demographic Strengths:

Access to our Parent Engagement Specialist has improved as this position has remained full time for the 2023-2024 school year. Staff is now better able to consult and collaborate with this position in planning for student needs and achievement. Support for all students has subsequently improved. Our Parent Engagement Specialist works closely with our data clerk and assistant principal to monitor student attendance and make phone calls home to check in with parents to encourage and share the importance of student attendance.

An additional strength noted is the diversity of student populations, including but not limited to our special education students, English language learners, range of socio-economic classes, and students of varying and multiple races.

Also, in meeting student needs we are utilizing a computer-based programs, Lexia Core 5, to serve our students with reading difficulties as part of their intervention strategies. Kindergarten through fifth grade students utilize Dreambox to support development of math skills. Our bilingual certified and ESL certified teachers provide specific language supports for our English language learners.

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

**Problem Statement 1 (Prioritized):** 5% of Special Education students met Reading MAP BOY to MOY projected growth. (5/20 BOY & 5/22 MOY) **Root Cause:** There is a lack of capacity amongst staff on identifying and utilizing instructional strategies and differentiated scaffolded supports to meet individual needs of students.

**Problem Statement 2 (Prioritized):** As a campus we are under-identifying students with dyslexia based on our current dyslexia student population. Only 3.8% are identified as dyslexic as opposed to the typical 15-20% of the student population. **Root Cause:** Current MTSS/SST processes are ineffective in the identification and support of students with characteristics of dyslexia.

# Student Learning

## Student Learning Summary

The students at Springdale Elementary are given beginning of the year assessments to identify each student's academic strengths and opportunities for improvement. In addition, students are assessed in the middle of the year to track academic growth and monitor achievement. This middle of the year assessment allows for progress monitoring and comparison with the beginning of the year data collected. Beginning and middle of year assessments include CLI Engage, MAP Fluency, and MAP Growth in both reading and math. At various points throughout the year, 3rd-5th grade students are also progress monitored through the use of TEA STAAR Interim Benchmark exams. All students, grades K-5, take curriculum Unit Assessments for both Eureka Math and Amplify Literacy. This data is used throughout the school year to target specific areas for reteaching and acceleration of instruction. At the end of the year, students are assessed again to measure academic achievement throughout the school year. In addition to assessments already mentioned, the end of year assessments also include state-mandated STAAR assessments for grades 3-5. TELPAS is a yearly state assessment given at mid-year for our EB population that can be compared to results from previous years to monitor growth in language acquisition for students that speak a language other than English.

Additional accelerated learning opportunities were provided this school year to all students K-5th grade. Students that were identified as needing additional support through EOY STAAR scores from the 2023-2024 school year or through MOY MAP data, were targeted to participate in tutoring for reading and/or math at our Springdale Saturday Learning Academy held 10 Saturdays throughout the school year.

## Student Learning Strengths

When looking at the 2023-2024 MAP Reading English data by student groups, it is noted that all student groups had an increase in the Average RIT score at the middle of the year. The population showing the most improvement in reading was Special Education with an 8 point increase in the Average RIT score at the middle of year. When looking at the 2023-2024 MAP Math data by student groups, it is noted that with our Hispanic, Economically Disadvantaged and English Learners each growing 9 points in the Average RIT score at middle of the year.

Academic Growth student trackers indicate that 82% of our 5th grade students are leveling up on their performance levels in English Reading and 75% are leveling up on their performance levels in Math when comparing 2023 STAAR data to MOY MAP results.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 65% (40 students) in 3rd grade, 58% (22 students) in 4th grade, and 33% (23 students) in 5th grade scored a zero on the extended constructed responses on the 2023 Reading Language Arts STAAR grades 3-5. **Root Cause:** There is a lack of planned short and extended writing responses in each content area utilizing a corresponding rubric to evaluate.

**Problem Statement 2 (Prioritized):** 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%. **Root Cause:** There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.

# School Processes & Programs

## School Processes & Programs Summary

Springdale Elementary has effective teams. The administrative team consists of the principal, assistant principal, counselor, instructional coach, and the data analyst. This team meets regularly to review and plan campus operations, weekly calendar items, instructional updates, and assessment information.

Our Grade-Level Lead Teacher Team meets with their respective grade-level peers for grade-level specific planning, concerns, and to share out campus information with teams as needed. Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and student growth. Traditionally, Springdale Elementary has had a high amount of solidarity and team-planning on campus. We have utilized staff meetings and Collaborative Team meetings to create unity and foster collaboration. Springdale Elementary follows the district curriculum when planning instruction. We utilize the Professional Learning Community model for reviewing our progress and planning actions related to that progress or lack thereof. Teachers follow data protocols in order to identify areas of need. Eagle progress is monitored by reviewing failure reports, through discussion during scheduled data and MTSS meetings dedicated to intervention planning and documentation.

Our campus master schedule allows for a common planning at each grade level to facilitate collaboration among grade level peers for planning and to discuss grade level needs. However, this will be adjusted for next school year to accommodate both a planning and data meeting during one block for each team. All staff have been trained on Restorative Practices and PBIS techniques. Springdale teachers regularly receive training and information on addressing the social-emotional needs of our students. This year we continued to utilize the SEL program, Character Strong, which has had tremendous impact with students in classes that used it with fidelity

## School Processes & Programs Strengths

Springdale Elementary has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual student growth and achievement. Components such as daily classroom schedules, campus calendar, discipline, curriculum, and interventions are strategically planned to meet the needs of all Eagle Scholars. If some instructional programs, schedules, or interventions are not working, the team at Springdale monitors and adjusts to meet the needs of the staff, the students, and the community.

- iPads are available for each student to use
- Various instructional resources are available for all student groups
- Eagle Scholars have access to computer programs and platforms such as: Dreambox (math), LexiaCore5 (reading), myON (access to newsletters,

books, articles, etc), Xello (career development), Universal Handwriting, Google Meet, Google Classroom, Kahoot, etc.

- Character Strong, an online resource for SEL, is available to support teachers and students

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

**Problem Statement 1 (Prioritized):** Collaborative meetings did not allow enough time for members to plan around the curriculum, review student data consistently, and communicate with parents. **Root Cause:** Master schedule did not allow enough time for all required weekly meetings to be held

**Problem Statement 2 (Prioritized):** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff



# Perceptions

## Perceptions Summary

At Springdale Elementary, we are committed to encouraging and fostering the academic, emotional, and social success of all students. We aim to do this with the help of our faculty, families, and community through providing opportunities for intervention and enrichment based on each student's individual needs and goals. The staff created our vision and mission statements together and reflects our shared value of developing each student as a whole person.

Springdale Elementary has created a climate of collegiality, collaboration, and professionalism that has proven to attract and keep highly qualified teachers. The climate is built around a strong and passionate commitment that is tied to our shared mission and beliefs. Teachers have an active voice in campus decision-making and are respected as instructional leaders. Teachers strive to instill a love for life-long learning. Teachers do this with goal-setting, and establishing a growth mindset to ensure students can develop to their maximum potential. Springdale strives to meet the needs of all student groups which include bilingual, ESL, dyslexia, speech, special education, and gifted and talented students.

In addition to academic growth, Springdale focuses on the social/emotional development of students. The school fosters a safe environment and healthy student-teacher relationships. We have implemented the use of the Character Strong program that focuses on character development and social emotional skills through daily practice.

## Perceptions Strengths

- With the help and support of our school partner, Chat-n-Chew, we are implementing a food pantry and clothing closet that parents and other community members help run to help increase parental engagement and support.
- Use of PBIS, Character Strong, and Restorative Practices function to improve the overall climate of the students and staff. These practices should be continued to support social emotional development. Encore staff have worked closely with the school counselor to provide regular and frequent support of student self-regulation.
- Positive communications to parents and community include Social Media, Websites, Newsletters from Character Strong, use of Blackboard and Class Dojo.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** For school year 2023-2024, 155 parent portal accounts have been activated out of 407 students (38%) **Root Cause:** There is a lack of

opportunities for parent portal sign-ups at school-wide events of high interest.

**Problem Statement 2 (Prioritized):** Family engagement at school-wide events is still not at Pre-COVID levels. **Root Cause:** Family Engagement events have been scheduled at the convenience of staff (Mondays) and not strategically to maximize parent involvement (day later in the week).

# Priority Problem Statements

**Problem Statement 1:** 5% of Special Education students met Reading MAP BOY to MOY projected growth. (5/20 BOY & 5/22 MOY)

**Root Cause 1:** There is a lack of capacity amongst staff on identifying and utilizing instructional strategies and differentiated scaffolded supports to meet individual needs of students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** As a campus we are under-identifying students with dyslexia based on our current dyslexia student population. Only 3.8% are identified as dyslexic as opposed to the typical 15-20% of the student population.

**Root Cause 2:** Current MTSS/SST processes are ineffective in the identification and support of students with characteristics of dyslexia.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 65% (40 students) in 3rd grade, 58% (22 students) in 4th grade, and 33% (23 students) in 5th grade scored a zero on the extended constructed responses on the 2023 Reading Language Arts STAAR grades 3-5.

**Root Cause 3:** There is a lack of planned short and extended writing responses in each content area utilizing a corresponding rubric to evaluate.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%.

**Root Cause 4:** There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Collaborative meetings did not allow enough time for members to plan around the curriculum, review student data consistently, and communicate with parents.

**Root Cause 5:** Master schedule did not allow enough time for all required weekly meetings to be held

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process

**Root Cause 6:** Lack of systems in place to consistently analyze data with staff

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** For school year 2023-2024, 155 parent portal accounts have been activated out of 407 students (38%)

**Root Cause 7:** There is a lack of opportunities for parent portal sign-ups at school-wide events of high interest.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Family engagement at school-wide events is still not at Pre-COVID levels.

**Root Cause 8:** Family Engagement events have been scheduled at the convenience of staff (Mondays) and not strategically to maximize parent involvement (day later in the week).

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- 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

#### **Parent/Community Data**

- Parent engagement rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: May 15, 2024

**Goal 1:** Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89% to 93% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 80% to 85% by May 2025.

Increase the percentage of English Learner students from 78% to 82% by May 2025.

**Evaluation Data Sources:** CLI Engage (Circle)

**Strategy 1:** Improve PK early literacy instruction with a focus on mastery of phonological awareness by building teacher capacity through data analysis and instructional planning using district-approved resources (Creative Curriculum).

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score on track in phonological awareness as indicated on the Circle assessment.

**Staff Responsible for Monitoring:** PK teachers, Leadership team

**Title I:**





2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continue to ensure high-quality teaching staff to lead PK classrooms by ensuring PK teachers and teacher assistants enroll, attend, and progress through priority professional learning for Creative Curriculum and other aspects of teaching PK (small groups, interest areas, etc.).</p> <p><b>Intended Audience:</b> PK teachers, PK teaching assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Early Learning Department</p> <p><b>Date(s) / Timeframe:</b> Staffing set by June, Professional Learning Monitored by Administrators each six weeks</p> <p><b>Collaborating Departments:</b> Early Learning Department, Leading and Learning</p> <p><b>Delivery Method:</b> Face-to-Face and Virtual Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Utilize campus instructional coach and Early Learning instructional coach to review phonological awareness scope and sequence during coaching sessions with teachers, create progress monitoring system for the development of phonological awareness skills, and progress monitor students each six weeks.</p> <p><b>Intended Audience:</b> PK teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, PK teachers  <b>Date(s) / Timeframe:</b> Progress monitor each six weeks period  <b>Collaborating Departments:</b> Early Learning, Campus Leadership  <b>Delivery Method:</b> Collaborative Meetings</p> <p><b>Funding Sources:</b> Extra Help - SCE (199 PIC 24) - 199-11-6112-001-168-24-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Calendar collaborative meetings for PK teachers and teaching assistants revolving around planning themed units, interest areas, data analysis, and student work analysis.</p> <p><b>Intended Audience:</b> PK teachers, PK teaching assistants  <b>Provider / Presenter / Person Responsible:</b> Early Learning Specialist, Instructional Coach, Administrators  <b>Date(s) / Timeframe:</b> August 2024 - May 2025  <b>Collaborating Departments:</b> Early Learning, Leadership Team  <b>Delivery Method:</b> Face-to-Face Collaborative Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> As a campus we are under-identifying students with dyslexia based on our current dyslexia student population. Only 3.8% are identified as dyslexic as opposed to the typical 15-20% of the student population. <b>Root Cause:</b> Current MTSS/SST processes are ineffective in the identification and support of students with characteristics of dyslexia.</p>
Student Learning
<p><b>Problem Statement 2:</b> 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%. <b>Root Cause:</b> There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process <b>Root Cause:</b> Lack of systems in place to consistently analyze data with staff</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 53% to 57% 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 33% to 37% by May 2025.

Increase the percentage of Special Education students from 20% to 25% by May 2025.

**Evaluation Data Sources:** NWEA MAP Fluency

**Strategy 1:** Continued focus on quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and increased access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase in the percentage of students who meet or exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Teachers, Leadership Team

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Administer fluency checks for K-3 students each six weeks period, starting with the second six weeks. <b>Intended Audience:</b> K-3 Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Title I Reading Teacher, Leadership Team <b>Date(s) / Timeframe:</b> Beginning 2nd six weeks (after BOY testing is completed) through end of school year <b>Collaborating Departments:</b> Teachers, Leadership Team <b>Delivery Method:</b> Face-to-Face fluency checks  <b>Funding Sources:</b> Paper for fluency checks and making flash cards - BASIC (199 PIC 11) - 199-11-6399-XXX-168-11-313-000000- - \$1,000, Title I Reading/Math Teacher - TITLE I (211) - 211-11-6119-04E-168-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create focused daily writing opportunities for students to respond to a prompt (short constructed responses) in all content areas (Write a little a lot). <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Beginning 2nd six weeks - through end of school year <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> Face-to-Face classroom instruction, via technology	<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 2:** Supplement the reading curriculum with DEAR time, novel units, and authentic learning experiences that promote background knowledge and fluency and increase student self-selected reading opportunities through Accelerated Reader, myON, leveled readers, and classroom libraries.

**Strategy's Expected Result/Impact:** Increase in the percentage of students who meet or exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create Master Schedule that includes a campus-wide DEAR time for students to self-select books for independent reading <b>Intended Audience:</b> Springdale Staff <b>Provider / Presenter / Person Responsible:</b> Leadership team <b>Date(s) / Timeframe:</b> June 2024 <b>Collaborating Departments:</b> Leadership team, Leading and Learning  <b>Funding Sources:</b> books to supplement school libraries for students to self-select reading material - TITLE I (211) - 211-12-6329-04E-168-30-510-000000-25F10 - \$3,200, books to supplement classroom libraries for students to self-select reading material - TITLE I (211) - 211-11-6329-04E-168-30-510-000000-25F10 - \$2,100	<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> Purchase Renaissance STAR/AR and myON to improve student performance data related to literacy <b>Intended Audience:</b> Teachers, students, instructional teams <b>Provider / Presenter / Person Responsible:</b> Approved Vendors, Financial Secretary, Librarian <b>Date(s) / Timeframe:</b> August 2024 <b>Delivery Method:</b> Online program  <b>Funding Sources:</b> Renaissance STAR/AR - TITLE I (211) - 211-11-6329-04E-168-30-510-000000-25F10 - \$4,686, myON - TITLE I (211) - 211-11-6329-04E-168-30-510-000000-25F10 - \$4,314	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Purchase class sets of novels, chapter books, or picture books for book studies at each grade-level 1st-5th <b>Intended Audience:</b> Teachers, students <b>Provider / Presenter / Person Responsible:</b> Approved vendors, Financial Secretary, Teachers <b>Date(s) / Timeframe:</b> August 2024 <b>Delivery Method:</b> Face-to-Face instruction  <b>Funding Sources:</b> Sets of Novels for each grade level 1st-5th - BASIC (199 PIC 11) - 199-11-6329-XXX-168-11-313-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 3:** Continue to examine processes in place to mitigate learning loss of Special Education students 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:** Special Education students will demonstrate a standard growth on the basis of their IEP

**Staff Responsible for Monitoring:** Special Education Inclusion Teachers, Teachers





**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Inclusion teachers will attend Collaborative Meetings with targeted grade levels to increase identified special education levels of performance.</p> <p><b>Intended Audience:</b> Special Education Teachers, Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> IEPs and/or 504 plans will define individual levels, goals/accommodations, and placement so identified students have targeted, realistic expectations for instruction in SpEd and/or the general education classroom and teachers monitoring and following student plans as required.</p> <p><b>Intended Audience:</b> SpEd inclusion, General Education Teachers, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> SpEd inclusion, General Education Teachers, Counselor</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> SpEd, Administrators, Student Support Services</p> <p><b>Delivery Method:</b> Face-to-Face ARDs, 504s, classrooms</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide accelerated learning opportunities specific to student SpEd population</p> <p><b>Intended Audience:</b> SpEd students</p> <p><b>Provider / Presenter / Person Responsible:</b> Inclusion Teachers, Inclusion teaching assistant</p> <p><b>Date(s) / Timeframe:</b> September 2024 - May 2025</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Extra Duty Pay Professional - SPED (199 PIC 23) - \$500, Extra Duty Pay Support Staff - SPED (199 PIC 23) - \$250</p>	<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;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 5% of Special Education students met Reading MAP BOY to MOY projected growth. (5/20 BOY &amp; 5/22 MOY) <b>Root Cause:</b> There is a lack of capacity amongst staff on identifying and utilizing instructional strategies and differentiated scaffolded supports to meet individual needs of students.</p>

### Demographics

**Problem Statement 2:** As a campus we are under-identifying students with dyslexia based on our current dyslexia student population. Only 3.8% are identified as dyslexic as opposed to the typical 15-20% of the student population. **Root Cause:** Current MTSS/SST processes are ineffective in the identification and support of students with characteristics of dyslexia.

### Student Learning

**Problem Statement 1:** 65% (40 students) in 3rd grade, 58% (22 students) in 4th grade, and 33% (23 students) in 5th grade scored a zero on the extended constructed responses on the 2023 Reading Language Arts STAAR grades 3-5. **Root Cause:** There is a lack of planned short and extended writing responses in each content area utilizing a corresponding rubric to evaluate.

**Problem Statement 2:** 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%. **Root Cause:** There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.

**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 43% to 47% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 53% to 57% by May 2025.

Increase the percentage of Economically Disadvantaged students from 42% to 47% by May 2025.

**Evaluation Data Sources:** NWEA MAP Growth

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of Amplify Unit and Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, checks for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Increase the percentage of K-5th grade students who meet or exceed projected growth on MAP Growth Reading

**Staff Responsible for Monitoring:** Instructional Coach, Administrators

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize Lead4ward resources to identify gaps/alignment between Texas State Standards and the Amplify curriculum to plan for data driven instruction.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, Lead4ward</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Delivery Method:</b> Face-to-Face in collaborative meetings, Family Meetings</p> <p><b>Funding Sources:</b> Contracted services with Region XI and/or Lead4ward to support professional development of teachers - BASIC (199 PIC 11) - 199-11-6299-XXX-168-11-313-000000- - \$4,530</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Continue to provide specific professional development for Amplify and Lexia Core5 that align with campus needs identified in BOY, MOY, and EOY data.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Lead Content teachers, Lexia and Instructional Coaches, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Literacy, Leading and Learning</p> <p><b>Delivery Method:</b> Face-to-Face, Virtual Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Host Family Literacy Night to promote achievement in reading</p> <p><b>Intended Audience:</b> Springdale Community</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coach, Administrators</p> <p><b>Date(s) / Timeframe:</b> one evening between August 2024 - May 2025</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Materials, supplies, resources needed to support math curriculum and family engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-168-30-510-000000-25F10 - \$250, Snacks for parents to promote participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-168-30-510-000000-25F10 - \$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>				

**Strategy 2:** Ensure collaborative meetings are scheduled regularly to actively develop engaging and rigorous lessons based on students needs and data with K-5 teachers.

**Strategy's Expected Result/Impact:** Increase the percentage of K-5th grade students who meet or exceed projected growth on MAP Growth Reading

**Staff Responsible for Monitoring:** Collaborative Teams, Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Calendar collaborative meetings for PK-5 teachers for instructional planning and standards alignment, data review, student work analysis, and tiered interventions.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Leadership Team, Teachers, Literacy Department</p> <p><b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> One Collaborative Meeting/Family Meeting will focus on MTSS and intervention supports for Tier 2 and Tier 3 students each six weeks.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Valerie King, Administrators</p> <p><b>Date(s) / Timeframe:</b> September 2024 - May 2025</p> <p><b>Collaborating Departments:</b> MTSS Department, SST Committee</p> <p><b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Contracted services with Xerox to have copiers and maintenance of copy machines to support instruction and communication with parents</p> <p><b>Intended Audience:</b> Springdale Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Xerox</p> <p><b>Date(s) / Timeframe:</b> July 2024 - June 2025</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> contract with Xerox - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-168-99-313-000000- - \$4,000</p>	<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>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 5% of Special Education students met Reading MAP BOY to MOY projected growth. (5/20 BOY &amp; 5/22 MOY) <b>Root Cause:</b> There is a lack of capacity amongst staff on identifying and utilizing instructional strategies and differentiated scaffolded supports to meet individual needs of students.</p>



### Student Learning

**Problem Statement 2:** 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%. **Root Cause:** There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.

### School Processes & Programs

**Problem Statement 1:** Collaborative meetings did not allow enough time for members to plan around the curriculum, review student data consistently, and communicate with parents. **Root Cause:** Master schedule did not allow enough time for all required weekly meetings to be held

**Problem Statement 2:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff

**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 76% to 80% by May 2025.  
 Increase the percentage of English Learner students from 68% to 72% by May 2025.

**Evaluation Data Sources:** CLI Engage (Circle)

**Strategy 1:** Continue to develop the capacity of PK teachers to effectively implement the Creative Curriculum to develop students' critical thinking and problem-solving skills and Utilize GOLD to progress monitor student performance to maximize student learning and instruction.





**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score on track on Circle math

**Staff Responsible for Monitoring:** PK teachers, Early Learning Specialist, Instructional Coach, Administrators

**Title I:**  
 2.4, 2.5, 2.6

**- TEA Priorities:**  
 Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Progress monitor math achievement for PK students each 6 weeks period (screener to track counting, shapes, numbers, and operations)</p> <p><b>Intended Audience:</b> PK Teachers, PK Teaching Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> PK Teachers, PK Teaching Assistants</p> <p><b>Date(s) / Timeframe:</b> October 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Department, Math Department, Leadership Team</p> <p><b>Delivery Method:</b> Face-to-Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 2:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff

**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 39% to 41% by May 2025.

Increase the percentage of students in general education program from 37% to 39% by May 2025.

**Evaluation Data Sources:** TX-KEA for Kinder, there is no MOY data for TX-KEA

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing the FWISD Collaborative Meeting framework with kindergarten teachers to increase achievement and learning outcomes.

**Strategy's Expected Result/Impact:** Build teacher capacity in planing and delivering instruction to increase the percentage of Kinder students who score on track on TX-KEA math.

**Staff Responsible for Monitoring:** Kindergarten teachers, Leadership Team

**Title I:**


2.4, 2.6


**- TEA Priorities:**


Build a foundation of reading and math


**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure high-quality teaching staff to lead Kindergarten classrooms by ensuring Kindergarten teachers enroll, attend, and progress through priority professional learning for Eureka and other aspects of teaching Kindergarten (small groups, Dreambox, Creative Curriculum GOLD, etc.).</p> <p><b>Intended Audience:</b> Kindergarten teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators</p> <p><b>Date(s) / Timeframe:</b> Staffing set by June 2024, Professional Learning monitored by administrators each six weeks</p> <p><b>Collaborating Departments:</b> Early Learning, Learning and Leading</p> <p><b>Delivery Method:</b> Face-to-Face, Virtual Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** Collaborative meetings did not allow enough time for members to plan around the curriculum, review student data consistently, and communicate with parents. **Root Cause:** Master schedule did not allow enough time for all required weekly meetings to be held

**Problem Statement 2:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff

**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 59% to 64% by May 2025.

Increase the percentage of Special Education students from 50% to 55% by May 2025.

**Evaluation Data Sources:** NWEA MAP Growth

**Strategy 1:** Improve Tier 1 Math Instruction using Eureka Math to focus on math fluency and concept attainment by utilizing the Data Driven Instruction Framework for collaborative planning and data meetings with Kinder-5th grade math teachers to increase achievement and learning outcomes

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten-5th grade students who meet or exceed projected growth on MAP Growth

**Staff Responsible for Monitoring:** Kindergarten - 5th grade teachers, Special Education Inclusion Teachers, Instructional Coach, Administrators

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

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

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide small group accelerated learning opportunities after school for Tier 2 and Tier 3 students using iReady, IXL and/or Texas Tornado resources <b>Intended Audience:</b> students needing intervention <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> October 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Extra Duty Pay for teachers providing accelerated instruction - TITLE I (211) - 211-11-6116-04E-168-30-510-000000-25F10 - \$5,994.20	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Host Family Math Night to promote mathematics achievement (fluency, number sense, operations, etc.).</p> <p><b>Intended Audience:</b> Springdale Community</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coach, Administrators</p> <p><b>Date(s) / Timeframe:</b> evening between August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Office of Professional and Innovative Learning, Math Department</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Materials, supplies, resources needed to support math curriculum and family engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-168-30-510-000000-25F10 - \$250, Snacks for parents to promote participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-168-30-510-000000-25F10 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase resources supplies, and materials needed to support teachers in differentiation of instruction and to meet the varied learning needs of students with an IEP</p> <p><b>Intended Audience:</b> SpEd students</p> <p><b>Provider / Presenter / Person Responsible:</b> SpEd teachers</p> <p><b>Date(s) / Timeframe:</b> September 2024 - May 2025</p> <p><b>Collaborating Departments:</b> SpEd teachers, General Education Teachers</p> <p><b>Funding Sources:</b> Purchase resources supplies, and materials needed to support teachers in differentiation of instruction and to meet the varied learning needs of students with an IEP - SPED (199 PIC 23) - \$2,271</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:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Collaborative meetings did not allow enough time for members to plan around the curriculum, review student data consistently, and communicate with parents. <b>Root Cause:</b> Master schedule did not allow enough time for all required weekly meetings to be held</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 34% to 38% by May 2025.  
Increase the percentage of Hispanic students from 35% to 39% by May 2025.

**Evaluation Data Sources:** STAAR 2022-2023

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area incorporating the use of technology into core curriculum through instructional planning and explicit lesson delivery

**Strategy's Expected Result/Impact:** Increase the percentage of students in grades 3-5 scoring at meets or above on STAAR Reading

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide professional development to enhance technology usage and Tier 1 instruction (including but not limited to Canvas, BenQ boards, MacBook, Lead4Ward, Zearn, BlooKet, Kahoot, Quizizz, Outlook, PearDeck, IXL Learning, iReady, DreamBox, and Lexia Core5). <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Digital Learning Specialist, Digital Learning Teacher, Instructional Coach <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Educational Technology <b>Delivery Method:</b> Face-to-Face at Family Meetings	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Implement typing/writing across the curriculum and response to reading strategies for extended and short constructed responses.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Education Technology</p> <p><b>Delivery Method:</b> Face-to-Face instruction</p>	<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;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 65% (40 students) in 3rd grade, 58% (22 students) in 4th grade, and 33% (23 students) in 5th grade scored a zero on the extended constructed responses on the 2023 Reading Language Arts STAAR grades 3-5. <b>Root Cause:</b> There is a lack of planned short and extended writing responses in each content area utilizing a corresponding rubric to evaluate.</p>
<p><b>Problem Statement 2:</b> 3rd grade STAAR Reading meets for 2023 was at 37% and the district goal was 47%. <b>Root Cause:</b> There is a lack of consistency in breaking down and analyzing the literacy standards by leadership and teachers to ensure Tier 1 instruction aligns to the rigor of the standards.</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 37% to 41% by May 2025. Increase the percentage of Hispanic students from 37% to 41% by May 2025.

**Evaluation Data Sources:** STAAR 2022-2023

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

**Strategy's Expected Result/Impact:** Increase the percentage of students in grades 3-5 scoring at meets or above on STAAR Math

**Staff Responsible for Monitoring:** Leadership Team, Teachers

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Leadership team will lead data meetings and professional development in data analysis, forward planning, student goal setting, sharing data with parents, and student led conferences.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, Lead Content Teachers</p> <p><b>Date(s) / Timeframe:</b> September 2024 - May 2025</p> <p><b>Collaborating Departments:</b> ADQ, Leadership Team</p> <p><b>Delivery Method:</b> Face-to-Face at Family Meetings, Collaborative Meetings</p> <p><b>Funding Sources:</b> Extra Duty Pay for teachers to host student led data conferences - BASIC (199 PIC 11) - 199-11-6116-XXX-168-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Implement digital exit tickets, open response opportunities, and formative assessments to check for understanding and inform instruction.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Educational Technology</p> <p><b>Delivery Method:</b> Face-to-Face at Family Meetings and Collaborative Meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Require all teachers to complete GT hours emphasizing differentiation and high level teaching/learning strategies.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> GT Department</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> GT Department, Leading and Learning</p> <p><b>Delivery Method:</b> Face-to-Face or Virtual Meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Create and maintain student data binders and portfolios for tracking student growth/progress</p> <p><b>Intended Audience:</b> K-5 Students</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT, Lead Content Teachers</p> <p><b>Date(s) / Timeframe:</b> September 2024 - May 2025</p> <p><b>Funding Sources:</b> Materials, supplies, resources to create and maintain student data binders - BASIC (199 PIC 11) - 199-11-6399-XXX-168-11-313-000000- - \$1,500</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Purchase resources, supplies, and materials needed to differentiate instruction for students (at risk, bilingual, gifted and talented, and special education students) to master state standards.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers, Leadership Team  <b>Date(s) / Timeframe:</b> October 2024  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Materials, resources, supplies aligned to STAAR to meet the needs of bilingual and ESL students - BEA (199 PIC 25) - 199-11-6329-001-168-25-313-000000 - \$1,785, Materials, resources, supplies aligned to STAAR to meet the needs of gifted and talented students - GT (199 PIC 21) - \$370, Materials, resources, supplies aligned to STAAR to meet the needs of at risk students - SCE (199 PIC 24) - 199-11-6329-001-168-24-313-000000- - \$4,410</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Contracted services for document destruction of confidential information (including student data etc.)</p> <p><b>Intended Audience:</b> Springdale Staff  <b>Provider / Presenter / Person Responsible:</b> Amplify Secure Document Services  <b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Funding Sources:</b> contracted services for document destruction - BASIC (199 PIC 11) - 199-11-6299-XXX-168-11-313-000000- - \$150</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> Purchase technology for leadership to effectively support teachers and monitor instruction</p> <p><b>Intended Audience:</b> Administrators  <b>Date(s) / Timeframe:</b> July 2024</p> <p><b>Funding Sources:</b> Technology (laptop and side screen) - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-168-99-313-000000- - \$1,180</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process <b>Root Cause:</b> Lack of systems in place to consistently analyze data with staff</p>

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

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

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 14% to 12% by May 2025.

Decrease the number and percentage of economically disadvantaged students from 14% to 12% by May 2025.

**Evaluation Data Sources:** FOCUS Student Attendance Data

**Strategy 1:** Collaboration between family engagement specialist, teachers, data clerk, and attendance committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the number of chronically absent students

**Staff Responsible for Monitoring:** Attendance Committee, Family Engagement Specialist

**Title I:**





2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Family Engagement Specialist will collaborate with teachers, attendance committee, and data clerk to monitor attendance, conduct home visits, provide attendance recovery sessions, and support services for families.</p> <p><b>Intended Audience:</b> Students/Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Attendance Committee</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Continue to identify targets, plans of action and campus-wide activities to promote increased attendance.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Attendance Committee, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Student Engagement &amp; School Completion, Student Support Services</p> <p><b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Offer multiple avenues for parent awareness about chronic absenteeism through social media (BlackBoard and Newsletters) and campus events (Open House, Meet the Teacher, Family Engagement Nights) and getting parents registered with a parent portal account to monitor their child's attendance and grades.</p> <p><b>Intended Audience:</b> Springdale Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Administrators, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Student Support Services, Student Engagement</p> <p><b>Delivery Method:</b> Face-to-Face, Electronic Messaging</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process <b>Root Cause:</b> Lack of systems in place to consistently analyze data with staff</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> For school year 2023-2024, 155 parent portal accounts have been activated out of 407 students (38%) <b>Root Cause:</b> There is a lack of opportunities for parent portal sign-ups at school-wide events of high interest.</p>
<p><b>Problem Statement 2:</b> Family engagement at school-wide events is still not at Pre-COVID levels. <b>Root Cause:</b> Family Engagement events have been scheduled at the convenience of staff (Mondays) and not strategically to maximize parent involvement (day later in the week).</p>

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

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

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

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

**Evaluation Data Sources:** Not available for 2024

**Strategy 1:** SEL initiatives will continue to be monitored and implemented throughout the school day.

**Strategy's Expected Result/Impact:** Increase in positive response by students to the learning environment on the district's climate survey

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**

2.5, 2.6


**- TEA Priorities:**


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

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will use trauma informed practices including positive tone with students, calming corners, relational agreements, relationship building, daily rituals, etc. throughout each day with students.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Counselor, Leadership team</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Master schedule will include a 10 minute greeting time in the morning to create a positive start to the day and a 10 minute morning circle/check-in with students during breakfast in the classroom before instruction begins.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p>	<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 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff



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

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

**Performance Objective 3:** Decrease the percentage of in and out of school suspensions for Hispanic students from 0.3% to 0% by May 2025.

**Evaluation Data Sources:** FOCUS Student Disciplinary Suspensions Data

**Strategy 1:** Continue to improve campus culture through team-building by fostering cross-grade-level relationships, building student leadership capacity, and increasing students' sense of belonging and self-worth.

**Strategy's Expected Result/Impact:** An increase in positive campus culture and a decrease in overall number of discipline referrals/out of school suspensions

**Staff Responsible for Monitoring:** Teachers, Counselor, Family Engagement Specialist, Leadership Team





**Title I:**

2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Continue implementation of the RCA House System <b>Intended Audience:</b> School Community <b>Provider / Presenter / Person Responsible:</b> Teachers, Leadership team <b>Date(s) / Timeframe:</b> August 2024 - May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Continue to implement PBIS to address and support SEL needs. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> PBIS Committee, Administrator <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Strategy 2:** Continue to cultivate safe, supportive, and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework, the FWISD Profile of a Classroom, and the Springdale Learning Environment and Instructional Expectations documents.

**Strategy's Expected Result/Impact:** All classrooms will adhere to the FWISD Instructional Framework, the FWISD Profile of a Classroom, and the Springdale Learning Environment Documents

**Staff Responsible for Monitoring:** Instructional Coach, Administrators, Teachers





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide classroom walks to identify ways to create a safe, supportive, and culturally responsive learning environment. By the end of the first six weeks, teachers will establish relational agreements, clear routines and procedures, calming corners, and daily posted objectives. These essential requirements for the learning environment will be maintained throughout the school year.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Administrators, Counselor  <b>Date(s) / Timeframe:</b> August 2024 - May 2025, Learning environment will be reviewed each six weeks  <b>Collaborating Departments:</b> Student Support Services, Leading and Learning  <b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide cafeteria monitors to ensure the safety of the students in the cafeteria during lunch time</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Cafeteria monitors  <b>Date(s) / Timeframe:</b> August 2024 - May 2025  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Pay for Cafeteria Monitors - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-168-99-313-000000- - \$7,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** Student data is not systematically and consistently analyzed to identify significant student needs and to inform the MTSS process **Root Cause:** Lack of systems in place to consistently analyze data with staff

**Perceptions**

**Problem Statement 2:** Family engagement at school-wide events is still not at Pre-COVID levels. **Root Cause:** Family Engagement events have been scheduled at the convenience of staff (Mondays) and not strategically to maximize parent involvement (day later in the week).

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

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

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 90% to 93% by May 2025.  
Increase the positive perception of parents of Hispanic students from 90% to 93% by May 2025.

**Evaluation Data Sources:** Not available for 2024

**Strategy 1:** Springdale will foster a collaborative relationship with all students and families to ensure a positive culture in the classroom with support from the home.

**Strategy's Expected Result/Impact:** Increase positive perception of parents regarding family engagement

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**





2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will host beginning of year parent meetings to inform families of grade level and Springdale expectations. This whole group grade level parent meeting will be followed with one-on-one conferences at least two times (after BOY and MOY testing) in the school year. <b>Intended Audience:</b> Springdale Families <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Delivery Method:</b> Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide the opportunity for Springdale families to participate in Family Engagement Events, such as game nights, content nights, wellness night, Family STEAM Night at the Fort Worth Museum of Science and History, and donuts with dads, muffins with mom type events.</p> <p><b>Intended Audience:</b> School Community  <b>Provider / Presenter / Person Responsible:</b> Fort Worth Museum of Science and History  <b>Date(s) / Timeframe:</b> TBD  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Family STEAM Night at the Fort Worth Museum of Science and History - TITLE I (211) - 211-61-6299-04L-168-30-510-000000-25F10 - \$800, snacks to host Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-168-30-510-000000-25F10 - \$1,000, Materials, resources, supplies to host Family Engagement Events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-168-30-510-000000-25F10 - \$336</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 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> For school year 2023-2024, 155 parent portal accounts have been activated out of 407 students (38%) <b>Root Cause:</b> There is a lack of opportunities for parent portal sign-ups at school-wide events of high interest.</p> <p><b>Problem Statement 2:</b> Family engagement at school-wide events is still not at Pre-COVID levels. <b>Root Cause:</b> Family Engagement events have been scheduled at the convenience of staff (Mondays) and not strategically to maximize parent involvement (day later in the week).</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title I Reading/Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-168-30-510-000000-25F10	\$69,525.00
1	2	2	1	books to supplement classroom libraries for students to self-select reading material	Reading materials & Software for classroom use	211-11-6329-04E-168-30-510-000000-25F10	\$2,100.00
1	2	2	1	books to supplement school libraries for students to self-select reading material	Reading materials for library use	211-12-6329-04E-168-30-510-000000-25F10	\$3,200.00
1	2	2	2	Renaissance STAR/AR	Reading materials & Software for classroom use	211-11-6329-04E-168-30-510-000000-25F10	\$4,686.00
1	2	2	2	myON	Reading materials & Software for classroom use	211-11-6329-04E-168-30-510-000000-25F10	\$4,314.00
2	3	1	1	Extra Duty Pay for teachers providing accelerated instruction	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-168-30-510-000000-25F10	\$5,994.20
4	4	1	2	Family STEAM Night at the Fort Worth Museum of Science and History	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-168-30-510-000000-25F10	\$800.00
<b>Sub-Total</b>							\$90,619.20
<b>Budgeted Fund Source Amount</b>							\$90,619.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Snacks for parents to promote participation	Snacks for parents to promote participation	211-61-6499-04L-168-30-510-000000-25F10	\$300.00
1	3	1	3	Materials, supplies, resources needed to support math curriculum and family engagement	Supplies and materials for parental involvement	211-61-6399-04L-168-30-510-000000-25F10	\$250.00
2	3	1	2	Snacks for parents to promote participation	Snacks for parents to promote participation	211-61-6499-04L-168-30-510-000000-25F10	\$300.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Materials, supplies, resources needed to support math curriculum and family engagement	Supplies and materials for parental involvement	211-61-6399-04L-168-30-510-000000-25F10	\$250.00
4	4	1	2	Materials, resources, supplies to host Family Engagement Events	Supplies and materials for parental involvement	211-61-6399-04L-168-30-510-000000-25F10	\$336.00
4	4	1	2	snacks to host Family Engagement Events	Snacks for parents to promote participation	211-61-6499-04L-168-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$2,436.00
<b>Budgeted Fund Source Amount</b>							\$2,436.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Paper for fluency checks and making flash cards	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-168-11-313-000000-	\$1,000.00
1	2	2	3	Sets of Novels for each grade level 1st-5th	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-168-11-313-000000-	\$2,000.00
1	3	1	1	Contracted services with Region XI and/or Lead4ward to support professional development of teachers	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-168-11-313-000000-	\$4,530.00
3	2	1	1	Extra Duty Pay for teachers to host student led data conferences	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-168-11-313-000000-	\$3,000.00
3	2	1	4	Materials, supplies, resources to create and maintain student data binders	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-168-11-313-000000-	\$1,500.00
3	2	1	6	contracted services for document destruction	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-168-11-313-000000-	\$150.00
<b>Sub-Total</b>							\$12,180.00
<b>Budgeted Fund Source Amount</b>							\$12,180.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	5	Materials, resources, supplies aligned to STAAR to meet the needs of gifted and talented students	OTHER READING MATERIALS		\$370.00
<b>Sub-Total</b>							\$370.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$370.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	3	3	Extra Duty Pay Support Staff	EXTRA DUTY/OT - SUPPORT		\$250.00
1	2	3	3	Extra Duty Pay Professional	EXTRA DUTY - PROFESSIONAL		\$500.00
2	3	1	3	Purchase resources supplies, and materials needed to support teachers in differentiation of instruction and to meet the varied learning needs of students with an IEP	GENERAL SUPPLIES		\$2,271.00
<b>Sub-Total</b>							\$3,021.00
<b>Budgeted Fund Source Amount</b>							\$3,021.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Extra Help	Subs for supplemental instruction	199-11-6112-001-168-24-313-000000-	\$600.00
3	2	1	5	Materials, resources, supplies aligned to STAAR to meet the needs of at risk students	Reading materials for classroom use	199-11-6329-001-168-24-313-000000-	\$4,410.00
<b>Sub-Total</b>							\$5,010.00
<b>Budgeted Fund Source Amount</b>							\$5,010.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	5	Materials, resources, supplies aligned to STAAR to meet the needs of bilingual and ESL students	Reading materials - instruction	199-11-6329-001-168-25-313-000000	\$1,785.00
<b>Sub-Total</b>							\$1,785.00
<b>Budgeted Fund Source Amount</b>							\$1,785.00
<b>+/- Difference</b>							\$0.00



**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>
1	3	2	3	contract with Xerox	SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP	199-23-6264-XXX-168-99-313-000000-	\$4,000.00
3	2	1	7	Technology (laptop and side screen)	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-168-99-313-000000-	\$1,180.00
4	3	2	2	Pay for Cafeteria Monitors	FOOD SERVICE   NON-CONTRACT - SUPPORT	199-35-6127-XXX-168-99-313-000000-	\$7,000.00
<b>Sub-Total</b>							\$12,180.00
<b>Budgeted Fund Source Amount</b>							\$12,180.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$127,601.20
<b>Grand Total Spent</b>							\$127,601.20
<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