

Dallas Independent School District

263 J.P. Starks Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

The mission of J. P. Starks Math, Science and Technology Vanguard Academy is to develop inquisitive and academically prepared scholars to become principled leaders, compassionate citizens and lifelong learners through rigorous and relevant experiences with a focus in science, technology, engineering and math.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school is a Math, Science, and Technology Vanguard, serving students from Pre-K 3 through 8th grade. The Vanguard program is available to students in grades 4-8, with the exception of 6th grade General Education students.

Staff, students, parents, and community members are all actively included in the planning process. Their input is highly valued and contributes significantly to the success of our scholars.

Our involvement in campus and district special programs is designed to increase student achievement, student engagement, parent engagement, campus connection, and student confidence. Each program highlights the importance and connection of the members of our greater school-community. Starks teachers and administrators believe that all students can and will learn. When we allow students to shine in competitions and performances, students receive support and confidence to reach personal/academic goals.

Students who enroll on our campus are provided with the necessary support and materials to help them succeed in their educational journey. In regard to student mobility, we are seeking to better serve students currently enrolled and newly enrolled students, by staffing the most qualified teachers that share our vision here at JPS. Understanding these factors is essential to ensure a smooth transition for mobile students and to strengthen the support we provide.

Trends over the last 3-5 years show a decrease in enrollment at the beginning of the year, which results in a loss of teachers during leveling, but enrollment begins to increase post October which brings class sizes in some grades to 25+ students.

Veteran teachers support the new or incoming teachers when necessary. We have a mentor-mentee system for veteran and new teachers. We have 5 teacher leaders and those are the people all teachers go to support as well. We have a CILT team to support content area teachers.

Academic excellence, after school activities, UIL competitions, Destination Imagination, MLK contest, extracurricular activities, clubs, motivational climate, on time, on task and on a mission!

Current enrollment 265

Grade	Ethnicity (%)								
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
PK	30	0 (0.0)	11 (36.7)	17 (56.7)	0 (0.0)	0 (0.0)	0 (0.0)	2 (6.7)	0 (0.0)
KN	32	0 (0.0)	13 (40.6)	16 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (9.4)	0 (0.0)
01	31	2 (6.5)	13 (41.9)	13 (41.9)	0 (0.0)	0 (0.0)	0 (0.0)	3 (9.7)	0 (0.0)
02	36	1 (2.8)	20 (55.6)	15 (41.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
03	38	2 (5.3)	19 (50.0)	14 (36.8)	1 (2.6)	0 (0.0)	0 (0.0)	2 (5.3)	0 (0.0)
04	30	0 (0.0)	16 (53.3)	10 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	4 (13.3)	0 (0.0)
05	28	0 (0.0)	13 (46.4)	11 (39.3)	0 (0.0)	1 (3.6)	0 (0.0)	3 (10.7)	0 (0.0)
06	32	2 (6.2)	16 (50.0)	11 (34.4)	1 (3.1)	0 (0.0)	0 (0.0)	1 (3.1)	1 (3.1)
07	10	0 (0.0)	4 (40.0)	5 (50.0)	0 (0.0)	1 (10.0)	0 (0.0)	0 (0.0)	0 (0.0)
08	8	1 (12.5)	4 (50.0)	2 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
All	275	8 (2.9)	129 (46.9)	114 (41.5)	2 (0.7)	2 (0.7)	0 (0.0)	19 (6.9)	1 (0.4)

Data Sources: My Data Portal, PEIMS, Enrollment Data

Demographics Strengths

We provide students in our subgroups needed targeted interventions. Those students who did not pass STAAR are tutored through HB1416. Teachers receive professional development in ESL strategies, Reading Academy and best practices for their respective contents. We are year 2 in implementing HQIM. SEL activities are a part of daily instruction to address the Social Emotional needs of our students. Majority of our teachers are veteran teachers.

Our Vanguard program is one of our strongest assets especially with the addition of Middle School. These students come from all over the district and bring diversity and high expectations to our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families.

Root Cause: Newcomer population increase in the neighborhood area.

Problem Statement 2 (Prioritized): There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school.

Root Cause: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.

Problem Statement 3 (Prioritized): We experience a high level of student mobility throughout the school year.

Root Cause: The majority of our students live in apartments. When their vouchers expire, they have to move.

Problem Statement 4 (Prioritized): Student attendance rate continues to decrease each year.

Root Cause: The addition of Pre-K 3 has added to the decrease of attendance rate.

Problem Statement 5 (Prioritized): 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year.

Root Cause: John Lewis at O. W. Holmes is being rebuilt.

Problem Statement 6 (Prioritized): New apartment complex opening greatly affected the teacher to student ratio and the ability to hire highly qualified teachers to support the programs/services we currently offer.

Root Cause: Staffing is expected to decrease based on current enrollment predictions.

Student Learning

Student Learning Summary

The most recent academic performance for each student group is as follows:

- 3rd Grade Reading

Approaches- AA 69%; Hisp 71%; Meets- AA 44%; Hisp 29% ;Masters- AA 25%; Hisp 0%

- 3rd Grade Math -

Approaches- AA 75%; Hisp 71%; Meets- AA 31%; Hisp 43%; Masters- AA 6%, Hisp 0%

- 4th Grade Reading

Approaches- AA-54%; Hisp 46%; Meets- AA 8%; Hisp 15%; Masters- AA 0%; Hisp 0%

- 4th Grade Math-

Approaches- AA 54% Hisp 46%; Meets- AA 8%; Hisp 31%; Masters - AA 0%; Hisp 0%

- 5th Grade Reading

Approaches - AA 47%; Hisp 75%; Meets - AA 6%; Hisp 42%; Masters - AA 0%; Hisp 17%

- 5th Grade Math

Approaches - AA 47%; Hisp 67%; Meets- AA 18%; Hisp 50%; Masters - AA 0%; Hisp 25%

- 6th Grade Reading

Approaches - AA 76%; Hisp 77%; Meets - AA 59%; Hisp 69%; Masters - AA 18%; Hisp 54%

- 6th Grade Math

Approaches - AA 82%; Hisp 77%; Meets - AA 65%; Hisp 62%; Masters - AA 24%; Hisp 46%

- 7th Grade Reading

Approaches - AA 100%; Meets - AA 100%; Masters - AA 100%

- 7th Grade Math

Approaches - Hisp 100%

- 8th Grade Reading

Approaches - Hisp 100%; Meets - Hisp 100%; Masters - Hisp 88%

- 8th Grade Math

Approaches - AA 100%; Meets - 100%; Masters - AA 60%

- Algebra 1

Meets - Hisp 100%

- 8th Grade Science

Approaches - AA 100%; Meets - AA 60%; Masters - AA 40%

Student data is analyzed and grouped according to common need. Small groups are formed based on common needs. Teachers form instructional calendars to address both individual student needs and whole class needs. iReady is a resource that is used for intervention as well as supplemental materials provided by different content departments. Students also have after school tutoring to address gaps. Students identified through iReady data receive Tier 3 reading interventions through a Literacy Acceleration Specialist. Students also receive accelerated/intensive instruction based on STAAR data.

The following plans are in place to support special education students and 504 students.

Co-Teaching with special education teacher

Scaffolding Supports

Technology Integration

Manipulatives and Visual Supports

Social Emotional Learning

Progress Monitoring of Goals

Targeted small group instruction

Consistent IEP Implementation- accommodations provided

Teachers and students have support from other teachers coming in to assist.

Collaborative Planning- model lessons, co-teaching, feedback, and reflection meetings centered around specific student needs.

Professional Development

Teachers are provided with access to and use manipulatives, graphic organizers

Experienced teachers are assigned to newer teachers

Elevation- gives scaffold strategies for ELL students

Students:

Strategic use of Accommodations

Small group instruction

Assistive Technology

Bilingual Classes- PreK-3

Integrated Math into CTE:

- Field Connections through field Trips: Microsoft, Junior Achievement
- Entrepreneurship Project

Accelerated/Intensive program of Instruction for students who did not pass the STAAR. Tutoring is also provided.

The Student Support Team meets the first and third Thursday each month to review intervention progress monitoring and assessment data. Students are placed in RTI based on assessment data, attendance, behavior, and language/communication needs identified by staff members. The RTI process has been successful in identifying students who require additional general education interventions, and those who may require special education services. By using frequent progress monitoring and evidence based strategies the RTI process has ensured special education referrals were based on clear evidence of persistent academic or behavioral challenges.

Data Sources - STAAR Simulator, I-Ready Data, ACPs, District Assessment Data

Student Learning Strengths

Students showed tremendous growth in both Reading and Math and in 7th grade Science. Students continue to grow with HQIM curriculum. HB1416 students are projected to meet their goal of approaches on STAAR test. We have DTR, TIA and Master teachers at certain grade levels. We have strong SPED supports for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A student's motivation and engagement with learning are crucial for academic achievement.

Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.

Problem Statement 2 (Prioritized): Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade.

Root Cause: Our students are transient, and they are lacking foundational skills.

Problem Statement 3 (Prioritized): New teachers to the grade levels adjusting to curriculum.

Root Cause: Teachers new to grade levels, content and curriculum.

Problem Statement 4 (Prioritized): Students are not meeting expectations in science.

Root Cause: New teacher to content at 5th grade.

Problem Statement 5 (Prioritized): Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts.

Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.

Problem Statement 6 (Prioritized): Our third-grade students are having difficulty achieving the Meets performance level on STAAR.

Root Cause: Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.

Problem Statement 7 (Prioritized): Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills.

Root Cause: Students lack opportunities to write for different purposes.

Problem Statement 8 (Prioritized): Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness.

Root Cause: Students struggled with grasping the skill of understanding the sounds in words.

School Processes & Programs

School Processes & Programs Summary

Our goal is to have 100% of students involved in student activities. There are a plethora of clubs offered on campus from: academic, leadership development, sports, computer coding (Robotics and Lego league) UIL (University Interscholastic League) competitions, and ABC club. Throughout the school year there are heritage programs to help all cultures to feel valuable and accepted. In the spring the Fine Arts Extravaganza gives all forms of art a chance to be on display.

Teachers participate in data views during PLC. Teachers discover low SE and then develop a schedule to use targeted instruction to close achievement gaps. Teachers also group students by performance tiers based on their latest assessments. Teachers use iReady data to move students one band ensuring at least one year's growth by the end of the school year. Students are involved in data meetings so they also know their growth target and current band.

J P Starks uses Data trackers such as DOL trackers and Exit tickets to stay current on student progress. There is a school wide data tracker in the PLC room. Discussion are done on a continuous cycle to make adjustments as need to make sure students are on schedule to meet their goals.

Within the last 3 years our Emergent Bilingual Student population has grown. As a result the number of students participating in TELPAS testing has increased therefore we have added bilingual teachers and paraprofessionals to help students maximize their full potential. Even though the student enrollment fluctuates, have a full time SPED inclusion teacher that supports our SPED population. We also have a MTSS, Acceleration Specialist Literacy to help support students as recommended from iReady data. Early Childhood classrooms are also supported with small group reading instruction, program implementation and other duties as needed.

We are a Math and Science Vanguard Academy. Our technology program includes students participate in coding through online programs like Scratch and Scratch Jr. Students in sixth- grade journey through building PCs, 3-D printing, advanced robotics building and development. Under the leadership of our CATE teachers, students have gone to Microsoft hands on learning labs, participated in National Coding Day, and Power Coding hours.

We prioritize digital literacy, online safety, and responsible technology use for every student. Each student follows a personalized technology plan aligned with their individual learning goals on iReady. During small group instruction, students log in daily to engage with their customized learning path.

Data Sources: Sign-In Sheets, Enrollment and Recruitment Data, Program Evaluations, Application Data, Assessment Data

School Processes & Programs Strengths

Our magnet school is a STEAM focused program. Middle school students take Honors science which allows them to test 8th grade STAAR science at 7th grade and take Physics at 8th grade for high school credit. Middle school students take Tech Apps, Intro to Robotics and Advanced Robotics respectively. In the middle school math honors classes, students take 8th grade math STAAR at 7th grade and Algebra 1 EOC in 8th grade. Art Foundations is provided to all 6th grade students and Art Studio to 7th and 8th grade students. We also have two robotics teams. VEX robotics for middle school and FLL for elementary school. K-5 students participated in a coding curriculum this year.

Our afterschool program is available free of charge until 6:00pm, Monday-Friday.

To ensure quality of staff, teachers come together in teams to address areas of low needs. We have DDI meetings and PLCs to identify gaps, formulate strategies, and implement plans of actions for improvement and increase teacher toolbelt of best practices.

At-risk students are targeted during small group instruction and after-school tutoring. Students track their own data and monitor their progress goals on assignments and assessments. In order to increase the amount of quality learning time there is an emphasis on Bell-to-Bell instruction.

The Reading Interventionist provides targeted instruction for students in 3rd and 5th grade reading.

We have expanded our early education program with the addition of PreK3 this school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need more access to a diversity of fine arts.

Root Cause: Low enrollment causes staffing issues.

Problem Statement 2 (Prioritized): Problem of decreased physical activity levels linked to increased obesity, mental health concerns, and even lower attendance.

Root Cause: Limited after-school athletic programs, lack of student enrollment, and/or fees that some students cannot afford.

Problem Statement 3 (Prioritized): Declining enrollment in vanguard program.

Root Cause: Every school has a STEM program and neighborhood charter schools are recruiting our students.

Perceptions

Perceptions Summary

Participation rates are measured with surveys, and attendance records are made of various school functions. Parent, guardian and community participation is measured through district and school needs assessments. Teachers work with parents to provide a welcoming environment for students, parents, and the community. School practices safety protocols for all school visitors. Communications are sent to the parents throughout the year, Progress Reports and Report Cards are sent home each grading cycle, test results are communicated as well.

The school and teachers keep open communication with parents using flyers, google classroom, and class dojo to help guide the students in achieving their academic goals. When needing parent volunteers the teachers have open communication when needing parental help. Using class dojo, google classroom keeps communication up in real time. Those apps notify the parents in responding in an effective time frame.

Various groups are involved with the school, i.e. Junior Achievement, United to Learn, and teachers participate in donors choose. There were student teacher/tutors actively involved in the classrooms. The school consults with employers, business leaders and philanthropic organizations or individuals by reaching out through newsletters, phone calls, emails, face-to-face meetings providing opportunities for community engagement, SBDM meetings, career days, and volunteers

Data Sources: Parent Evaluations, Student Surveys, Climate Surveys

Student Perception

At the elementary level we have students that relate they “love,” the after school tutoring available, they love the curriculum for math, they prefer small group work sessions and really enjoy the after school clubs offered as well. Each year students have the goal of a year’s growth in Reading and Math at the Elementary Level, this is tracked through Iready throughout the year. Student progress is monitored. The process and programs help our students achieve success by using academic screeners to help identify any gaps and deficits. RTI, dyslexic screeners, 504 plans and teacher interventions help bridge the gap for academic success. School can be challenging at times, but students are provided with tools and strategies that close the gap for at risk students. Students aim to be at the M&M Party with the goal of achieving Meets and Mastery.

Social Emotional classes are provided in classrooms throughout the year, a mental health worker is available on campus, as well as, the school counselor. Strategies include small group and individual counseling for addressing bullying, peer mediation and conflict resolution aid in reducing bullying incidents. The data confirms the strategies are working because there have been not bullying incidents repeated this school year. The school has mental health services provided for the students. The school does not have severe disciplinary problems where DAEP or juvenile justice alternative education is needed.

Teacher Perception

Teachers describe J P Starks as a school that has a climate of excellence, teachers that care for all students, teachers are committed to professional growth, teachers are committed to providing quality instruction and meeting the needs of each individual student. The curriculum training for teachers and available computer programs for both instruction by the teacher and participation at the student level contribute to the success of students. The staff have PLC groups and teachers meet with their colleagues on a horizontal and vertical level to plan, share and inspire each other throughout the year. Teachers love to teach and are

committed to the pursuit of excellence in teaching, and modeling lifelong learning habits to the student population. Powerful professional development training covering all aspects of teaching is provided throughout the year from a variety of sources. Teachers support each other on a daily basis, meet frequently, plan and discuss ways to assist each other and the student population.

Data sources are Climate Survey, Parent Family Engagement Survey, Student Surveys, Parent Involvement Policy and Compact Surveys

Perceptions Strengths

Visitors feel welcome and consistently compliment our school environment. Parents believe the school works hard with parents to build relationships and know who to talk with about their child's education. Our school is known for its excellence in achievement and teaching. Our school environment is a safe place to learn and grow. Parents were excited about attending in-person events. such as Winter Extravaganza, Oratorical Contest, etc. They completely enjoy the end of the year awards programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students are leaving the Vanguard program at middle school.

Root Cause: Lack of diverse selection of electives.

Problem Statement 2 (Prioritized): Little knowledge of vanguard program by community at large.

Root Cause: Lack of branding opportunities throughout Dallas.

Problem Statement 3 (Prioritized): Classrooms are overcrowded.

Root Cause: Loss of staff caused the student-teacher ratio to increase in some classes.

Priority Problem Statements

Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families.

Root Cause 1: Newcomer population increase in the neighborhood area.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school.

Root Cause 2: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We experience a high level of student mobility throughout the school year.

Root Cause 3: The majority of our students live in apartments. When their vouchers expire, they have to move.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Student attendance rate continues to decrease each year.

Root Cause 4: The addition of Pre-K 3 has added to the decrease of attendance rate.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year.

Root Cause 5: John Lewis at O. W. Holmes is being rebuilt.

Problem Statement 5 Areas: Demographics

Problem Statement 6: New apartment complex opening greatly affected the teacher to student ratio and the ability to hire highly qualified teachers to support the programs/services we currently offer.

Root Cause 6: Staffing is expected to decrease based on current enrollment predictions.

Problem Statement 6 Areas: Demographics

Problem Statement 7: A student's motivation and engagement with learning are crucial for academic achievement.

Root Cause 7: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade.

Root Cause 8: Our students are transient, and they are lacking foundational skills.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: New teachers to the grade levels adjusting to curriculum.

Root Cause 9: Teachers new to grade levels, content and curriculum.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students are not meeting expectations in science.

Root Cause 10: New teacher to content at 5th grade.

Problem Statement 10 Areas: Student Learning

Problem Statement 11:

Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts.

Root Cause 11: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Our third-grade students are having difficulty achieving the Meets performance level on STAAR.

Root Cause 12: Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills.

Root Cause 13: Students lack opportunities to write for different purposes.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness.

Root Cause 14: Students struggled with grasping the skill of understanding the sounds in words.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Students need more access to a diversity of fine arts.

Root Cause 15: Low enrollment causes staffing issues.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Problem of decreased physical activity levels linked to increased obesity, mental health concerns, and even lower attendance.

Root Cause 16: Limited after-school athletic programs, lack of student enrollment, and/or fees that some students cannot afford.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Declining enrollment in vanguard program.

Root Cause 17: Every school has a STEM program and neighborhood charter schools are recruiting our students.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: Students are leaving the Vanguard program at middle school.

Root Cause 18: Lack of diverse selection of electives.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Little knowledge of vanguard program by community at large.

Root Cause 19: Lack of branding opportunities throughout Dallas.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Classrooms are overcrowded.

Root Cause 20: Loss of staff caused the student-teacher ratio to increase in some classes.

Problem Statement 20 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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback


Goals


Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.





Performance Objective 1: GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 48% to 60% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews		
<p>Strategy 1: Kinder teachers will implement Amplify, Tier 2/3 Instructional Resources, with fidelity and incorporate strategies from the Reading Academy and MTSS Interventions. Access to I-Ready and Amplify Intervention Tool will also be utilized to help students achieve academic success.</p> <p>Strategy's Expected Result/Impact: Increase Reading Fluency Increased Reading Comprehension Increased Student Scores</p> <p>Staff Responsible for Monitoring: Principal CILT Team Classroom Teacher</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 8</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		Summative
	Oct	Feb	June
	<div style="text-align: center;">  <p>Some Progress</p> </div>		

Strategy 2 Details	Reviews			
<p>Strategy 2: Transition events from Early Childhood will be held such as PreK Round up, Kinder Camp, Look Ahead Parent Academy, Step up to the Next Grade, Meet the Teacher, Summer Stem Camps and Step up Packets and Welcome Letters, Adjustment of schedule and needed resources will be provided to support the new PreK3 class.</p> <p>Strategy's Expected Result/Impact: Increased student enrollment in PreK and Kinder programs. Smooth transition for students going into kindergarten.</p> <p>Staff Responsible for Monitoring: Principal PreK and Kinder Teachers Counselor CRC</p> <p>Title I: 2.51, 2.52, 2.53, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:


Student Learning
<p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p> <p>Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. Root Cause: Students struggled with grasping the skill of understanding the sounds in words.</p>


Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.





Performance Objective 2: GPM 1.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 27% to 50% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1st - 2nd grade teachers will implement Amplify, Tier 2/3 Instructional Resources, with fidelity and incorporate strategies from the Reading Academy and MTSS Interventions. Access to I-Ready and Amplify Intervention Tool will also be utilized to help students achieve academic success.</p> <p>Strategy's Expected Result/Impact: Increase Reading Fluency Increased Reading Comprehension Increased Student Scores</p> <p>Staff Responsible for Monitoring: Principal CILT Team Classroom Teacher</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 8</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: 1st and 2nd grade teachers will promote positive learning behaviors through developing students' reading fluency by encouraging the love of reading and its importance. Students should also be provided with multiple opportunities for writing to express themselves in a positive way.</p> <p>Strategy's Expected Result/Impact: Increased Positive School Culture Increased Academic Achievement</p> <p>Staff Responsible for Monitoring: Admin Teacher Counselor</p> <p>Title I: 2.51, 2.52, 2.531, 2.533</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 8</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 2: There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school. Root Cause: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.</p>
Student Learning
<p>Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.</p>
<p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p>
<p>Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. Root Cause: Students struggled with grasping the skill of understanding the sounds in words.</p>





Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 3: GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 48% to 60% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: To support the African-American student population, teachers and staff will implement resources and incentives provided by District Initiatives, Mentor Program, and participate in Professional Development regarding best practices to increase achievement in reading for this population. Teachers will increase the use of culturally responsive pedagogy and practice specific to the learning styles and needs of African American students. Select staff will be selected to sponsor an African-American student mentor program.</p> <p>Strategy's Expected Result/Impact: Increased Achievement Closing the Gap</p> <p>Staff Responsible for Monitoring: Principal CILT Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: We experience a high level of student mobility throughout the school year. **Root Cause:** The majority of our students live in apartments. When their vouchers expire, they have to move.


Student Learning


Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. **Root Cause:** Some students lack intrinsic motivation and a sense of purpose to drive them to excel.


Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.


Performance Objective 4: The percent of teachers and staff will receive resources needed to improve instruction at 100%.


Evaluation Data Sources: Campus, District and State Assessments


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive and review state/federal laws in order to ensure compliance for 504, SPED, ESL, GT, Homeless and Migrant students.</p> <p>Strategy's Expected Result/Impact: Compliance with State/Federal Laws</p> <p>Staff Responsible for Monitoring: Principal SPED Lead LPAC Specialized Instructional Support Counselor</p> <p>Title I: 2.51, 2.52, 2.531, 2.533, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 5, 6, 8</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			





Strategy 2 Details	Reviews			
<p>Strategy 2: Each day (as applicable), teachers will utilize Lesson Internalizations of Amplify, Eureka, and Carnegie, Tier 2/3 interventions, anchor charts, time-stamped agenda, school-wide words of the week, scratch-to-screen protocols, word walls, academic vocabulary, interactive journals, TEI Rubric, Waterfall, EEL and any additional instructional resources to improve teacher best practices and ensure student achievement. Teachers will profile student exit tickets and assessment data using student portfolios, trackers, data analysis protocol and update class data wall and school data wall.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin CILT</p> <p>Title I: 2.51, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 8</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: As aligned to Title II federal program intents, Highly Qualified Teachers will be recruited through District Job Fairs and TMS in order to maintain and retain teachers, as well as, ensure the success, rigorous learning and engagement for all students. New Teachers to the profession and to the campus will be assigned a mentor teacher or buddy teacher to assist with acclimation to expectations and norms, classroom management, instructional planning and student engagement strategies. New teachers will attend new teacher trainings held by campus and the district. New teachers will observe same content teacher weekly during the first nine weeks. Coaching support will be provided to novice and struggling educators. All teachers will serve on 2-3 committees to promote leadership and sense of belonging to aid in retention. Hire more diversely certified staff members. Incentives and recognitions will be provided as apart of the recruitment and retention for highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Increased Best Practices</p> <p>Staff Responsible for Monitoring: Admin CILT Teachers</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: As aligned to Title II federal program intents, teachers will receive additional professional development and resources focused on evidence instructional strategies to adequately address the needs of our scholars to improve reading and math skills particularly with phonological awareness and writing skills. Sessions consisting of biweekly after school sessions, tiering students, conducting small group instruction in writing for at least 20 minutes twice a week, and coaching teachers in PLCs by offering opportunities to discuss students' progress, will help to improve their writing skills.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 5 Details	Reviews			
<p>Strategy 5: Aligned to Title IV and Title IX federal intent, to address students Social Emotional Learning, the counselor will provide guidance sessions and teachers will be trained in Social and Emotional Learning (SEL) best practices including district SEL lessons, Suicide Prevention, Conflict Resolution, Discipline Management/Program, Violence Prevention and Intervention, Drug Awareness, Bullying, Cyberbullying, Discriminatory Behavior, Dropout Prevention, CTE, and Harassment/Dating violence (6-8) to model and teach during SEL period and promote during awareness months. Middle school students, teachers and staff will be trained in the Say Something Reporting System. Resources and presentations will be provide to parents in their role of reinforcing positive behavior.</p> <p>Strategy's Expected Result/Impact: Character Development Increased Self-Efficacy Increased Sense of Belonging Increased teacher best practices and awareness</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3, 5, 6</p> <p>Funding Sources: - 28B - Title IV, Part A, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 6 Details	Reviews			
<p>Strategy 6: As aligned to Title II federal program intents, all teachers, along with paraprofessionals as needed, will attend campus PD, local PD, region PD, district PD and or national conferences, and utilize Master Teacher. CILT team and selected staff will attend Professional Development sessions as trainers to present back to full staff. Teachers will implement strategies presented in Professional Development and PLC's on District Initiatives, Best Practices, Classroom Management by Principal, CILT, Grade Level chairs, PBIS Team and Counselor. Teachers will receive additional PD on Tier 2/3 resources such as IReady, Discovery Education, Mathia, Flocabulary, Brainpop, MTSS and assessment resources such as All in Learning, Cambium and School City to target student needs based on data.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction and best practices Increased leadership capacity Increased achievement Increased # of engaged students</p> <p>Staff Responsible for Monitoring: CILT Admin PBIS Team Grade Level Chairs</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families.</p>
<p>Root Cause: Newcomer population increase in the neighborhood area.</p>
<p>Problem Statement 2: There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school. Root Cause: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.</p>
<p>Problem Statement 3: We experience a high level of student mobility throughout the school year. Root Cause: The majority of our students live in apartments. When their vouchers expire, they have to move.</p>
<p>Problem Statement 4: Student attendance rate continues to decrease each year. Root Cause: The addition of Pre-K 3 has added to the decrease of attendance rate.</p>

Demographics

Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. **Root Cause:** John Lewis at O. W. Holmes is being rebuilt.

Problem Statement 6: New apartment complex opening greatly affected the teacher to student ratio and the ability to hire highly qualified teachers to support the programs/services we currently offer. **Root Cause:** Staffing is expected to decrease based on current enrollment predictions.

Student Learning

Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. **Root Cause:** Some students lack intrinsic motivation and a sense of purpose to drive them to excel.

Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. **Root Cause:** Our students are transient, and they are lacking foundational skills.

Problem Statement 3: New teachers to the grade levels adjusting to curriculum. **Root Cause:** Teachers new to grade levels, content and curriculum.

Problem Statement 4: Students are not meeting expectations in science. **Root Cause:** New teacher to content at 5th grade.

Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.

Problem Statement 6: Our third-grade students are having difficulty achieving the Meets performance level on STAAR. **Root Cause:** Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.

Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.


Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. **Root Cause:** Students struggled with grasping the skill of understanding the sounds in words.



Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.



Performance Objective 5: The percent of students receiving targeted resources will be maintained at 100% to include economically disadvantaged, major ethnic groups, children with disabilities, and english learners.



High Priority


Evaluation Data Sources: Campus, District and State Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor, VIP teachers, teacher assistants and support staff will provide additional support to decrease student ratio where needed and to implement Tier 2 and Tier 3 interventions. Additional support will be given during tutoring to address the needs of sub-groups (Economically Disadvantaged students, African American students, Hispanic Students, Asian students, English Learners, Children with Disabilities). A bilingual TA is needed for the increased bilingual/immigrant student population.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Lower student teacher ratio</p> <p>Staff Responsible for Monitoring: Admin VIP teachers Teacher Assistants Support Staff</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 2, 8</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Struggling students will be identified and tracked and provided additional instructional time through tutoring. Extracurricular activities will be provided for all students after school. Funding will be needed for before and after school tutoring and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin Support Staff</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Operating</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: To address students damage of devices and other classroom needs based on wear and tear, we will provide replacement devices, protective devices, hardware technology (computer, laptops, tablets, etc. including accessories such as chargers, headphones/earbuds, stylus pens, mice), die cut machines, toner, classroom furniture and school supplies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin Technology Teacher Office Manager Media Specialist Testing Coordinator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 6, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: All students will be provided and utilize writing journals. Each student will have writing rubric as well a classroom rubric will be visibly posted in the classroom. The writing wall of fame will be updated monthly. Teachers will use school wide writing graphic organizer for SCR and ECR.</p> <p>Strategy's Expected Result/Impact: Increased writing scores</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: Aligned to Title IV federal intent, additional resources will be provided for science lab, technology classes, fine arts, STEM enrichment, coding programs and robotics classes to improve student academic achievement by increasing access to well rounded education, improving school conditions and enhancing the use of technology. Technology tools and PD will be provided to support digital literacy.</p> <p>Strategy's Expected Result/Impact: Increased achievement in science Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin Science Teacher Technology Teacher Robotics Teacher</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 7 - School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 28B - Title IV, Part A, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will integrate social-emotional skills activities and lessons across all content areas is essential for fostering a positive and respectful learning environment. Provide students with campus duties outside of the instructional day to gain a sense of pride and respect for themselves, classmates, and staff.</p> <p>Strategy's Expected Result/Impact: Decreased Incident Reports Decreased Referrals</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.52, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			
Strategy 7 Details	Reviews			
<p>Strategy 7: Students with attendance issues will be referred to the CRC and Attendance Committee to address chronic absences and a principal's plan will be provided for all eligible students. Truancy Team will inform parents of Truancy Levels and courses of action. Incentives and celebrations will be given for students with good attendance. Parents will be called when students have missed two consecutive days. Attendance banners will be placed outside classroom doors and enter student names in drawing for door prizes. Ensure that parents are connected to PowerSchool to receive attendance alerts.</p> <p>Strategy's Expected Result/Impact: Increased Attendance Rates</p> <p>Staff Responsible for Monitoring: Admin CRC Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 4</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 8 Details	Reviews			
<p>Strategy 8: Faculty and staff will sponsor at least one extracurricular or co-curricular activity and recruit each homeroom student to sign-up for an activity. Increase offerings of athletic program and clubs such as Workout club, Track team, Football team, Dance/Step aerobics, Basketball team.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Admin Sponsors Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families. Root Cause: Newcomer population increase in the neighborhood area.</p> <p>Problem Statement 2: There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school. Root Cause: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.</p> <p>Problem Statement 3: We experience a high level of student mobility throughout the school year. Root Cause: The majority of our students live in apartments. When their vouchers expire, they have to move.</p> <p>Problem Statement 4: Student attendance rate continues to decrease each year. Root Cause: The addition of Pre-K 3 has added to the decrease of attendance rate.</p>
Student Learning
<p>Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.</p> <p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p> <p>Problem Statement 4: Students are not meeting expectations in science. Root Cause: New teacher to content at 5th grade.</p>

Student Learning

Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.

Problem Statement 6: Our third-grade students are having difficulty achieving the Meets performance level on STAAR. **Root Cause:** Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.

Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.

Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. **Root Cause:** Students struggled with grasping the skill of understanding the sounds in words.

School Processes & Programs

Problem Statement 1: Students need more access to a diversity of fine arts. **Root Cause:** Low enrollment causes staffing issues.

Problem Statement 2: Problem of decreased physical activity levels linked to increased obesity, mental health concerns, and even lower attendance. **Root Cause:** Limited after-school athletic programs, lack of student enrollment, and/or fees that some students cannot afford.

Problem Statement 3: Declining enrollment in vanguard program. **Root Cause:** Every school has a STEM program and neighborhood charter schools are recruiting our students.

Perceptions


Problem Statement 1: Students are leaving the Vanguard program at middle school. **Root Cause:** Lack of diverse selection of electives.


Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.





Performance Objective 6: Emergent Bilingual student achievement on TEKS aligned assessments in all state assessed subjects using Domain 1 calculation will increase by 10 percent by end of May 2026.

High Priority

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: As aligned to Title III federal program intents, to support the Emergent Bilingual student population, teachers and staff will implement resources and incentives provided by District Initiatives, Mentor Program, and participate in Professional Development regarding best practices to increase achievement in reading for this population. Teachers will increase the use of culturally responsive pedagogy and practice specific to the learning styles and needs of Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improved Achievement for EB Students Improved Achievement for Newcomers</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: As aligned to Title III federal program intents, teachers of ESL will be provided SIOp (Sheltered Instruction Observation Protocol) training, to increase English language proficiency and academic achievement of ESL students.</p> <p>Strategy's Expected Result/Impact: Increased ESL student achievement.</p> <p>Staff Responsible for Monitoring: Admin ESL Teachers</p> <p>Title I: 2.51, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 8</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:


Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families.</p>
<p>Root Cause: Newcomer population increase in the neighborhood area.</p>
<p>Problem Statement 2: There are no real-life consequences for behavior such as fighting. Students receive suspensions and are permitted back to school. Root Cause: Many of our scholars are still developing essential social skills, including how to interact appropriately with classmates, respond to challenges, and communicate effectively with adults.</p>
Student Learning
<p>Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.</p>
<p>Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. Root Cause: Students struggled with grasping the skill of understanding the sounds in words.</p>





Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 7: 100% of HB1416 student will make at least Approaches on state assessment.

High Priority

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Additional resources and funding will be provided to meet the needs of HB1416 students through small group intervention, staffing, professional development and resources for afterschool tutoring.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin HB1416 Coordinator</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4, 6, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.</p>
<p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p>
<p>Problem Statement 4: Students are not meeting expectations in science. Root Cause: New teacher to content at 5th grade.</p>

Student Learning

Problem Statement 6: Our third-grade students are having difficulty achieving the Meets performance level on STAAR. **Root Cause:** Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.


Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.





Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 8: Short Constructed Responses (SCR) and Extended Constructed Responses (ECR) writing scores will increase by 30% by end of May 2026.

High Priority

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize writing journals. Each student will have writing rubric as well a classroom rubric will be visibly posted in the classroom. The writing wall of fame will be updated monthly. Teachers will use school wide writing graphic organizer for SCR and ECR.</p> <p>Strategy's Expected Result/Impact: Increased writing scores</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5, 7, 8</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.</p> <p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p>

Student Learning

Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.


Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.



Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. **Root Cause:** Students struggled with grasping the skill of understanding the sounds in words.



Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 9: Provide increased opportunities for parent engagement through CIP Committee Meetings, Parent Engagement Compact and Policy Meetings, Parent Academies, PTO, Volunteer events, STEM Nights, and other school events (Sneaker Ball Mother & Son Tea, Grandparents' Day etc...).

Evaluation Data Sources: Parent Survey
 Sign-In Sheets
 Agendas
 Photos

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to develop and review the CIP along with other stakeholders. The CIP will be distributed to parents and community in a uniform and understandable/native language. The CIP will be translated in multiple languages through the district's Language Translation Services and made publicly available and posted on the website. Parents will be invited to review and revise the CIP with the CIP committee and other stakeholders every two months. Notices regarding language access are included in parent communications and posted at the front office.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement.</p> <p>Staff Responsible for Monitoring: Principal CILT CIP Committee</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 6 - Student Learning 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be invited to develop the Parent and Family Engagement Policy and The Parent and Family Engagement Policy will be distributed to parents in uniform and understandable/native language.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal CILT Team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 4, 6</p>	Formative			Summative
	Oct	Feb	June	
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: As aligned to Title III federal program intents, each grade level will implement a semester Parent Academy which will include opportunities to familiarize strategies for assisting with homework. Parent meetings/workshops will consist of distributing supplies to parents to support their children and access to both district and external resources designed to help them improve their English language skills. Interpretation Services and parent resources in native language will be provided at all parent events designed to support English Learners' families in understanding academic expectations and accessing language developmental supports.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement</p> <p>Staff Responsible for Monitoring: Principal FELT Team CILT Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 4, 6</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Increased and ongoing communication to parents through various methods such as Class Dojo, flyers, Thursday folder, school messenger emails, newsletters, emails, text messages, social media, websites, and google classroom in uniform and understandable/native language. Translation services will be used to provide communications to parents in native language.</p> <p>Strategy's Expected Result/Impact: Increased parent attendance at school events. Increased positive parent to school relationship.</p> <p>Staff Responsible for Monitoring: Principal Office Manager CRC All Teachers FELT Team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 5, 6</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: As aligned to Title III federal program intents, the Family Engagement Leadership Team will meet and plan engagement activities for EL parents with flexible meeting dates and times. Interpretation services in parents native language will be provided. Resources about the newcomer program and summer bridge programs to help ELs attain English proficiency and meet academic standards. A Parent Support Specialist will assist parents and provide resources to EL parents.</p> <p>Strategy's Expected Result/Impact: Increased parent attendance at school events. Increased positive parent to school relationship. Increased parent engagement.</p> <p>Staff Responsible for Monitoring: Admin FELT Team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 4, 5, 6</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families.

Root Cause: Newcomer population increase in the neighborhood area.

Problem Statement 3: We experience a high level of student mobility throughout the school year. **Root Cause:** The majority of our students live in apartments. When their vouchers expire, they have to move.

Problem Statement 4: Student attendance rate continues to decrease each year. **Root Cause:** The addition of Pre-K 3 has added to the decrease of attendance rate.

Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. **Root Cause:** John Lewis at O. W. Holmes is being rebuilt.

Problem Statement 6: New apartment complex opening greatly affected the teacher to student ratio and the ability to hire highly qualified teachers to support the programs/services we currently offer. **Root Cause:** Staffing is expected to decrease based on current enrollment predictions.

Student Learning


Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. **Root Cause:** Some students lack intrinsic motivation and a sense of purpose to drive them to excel.


Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.





Performance Objective 10: Comprehensive school and vanguard program will increase enrollment by 2025-2026.

High Priority

Evaluation Data Sources: Enrollment Data
Application Data

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to recruit students, teachers and staff will attend district fairs, host magnet open houses, attend local, school and community fairs. The school will purchase school branding and advertisement resources and provide funding for staff to work recruitment events.</p> <p>Strategy's Expected Result/Impact: Increased Enrollment</p> <p>Staff Responsible for Monitoring: Admin Recruitment Team Vanguard Teachers CRC</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Training for and additional innovative technology will be purchased, provided and utilized in the classroom and library to enhance the school's programming, such as Merge Cubes, Bee Bots, Makey Makey, Animation Studio, Strawbees, 3 Doodler EDU, Dash and Dot, Maker Bot, 3D printers ad supplies, etc.</p> <p>Strategy's Expected Result/Impact: Increased interest in technology</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 10 Problem Statements:


Perceptions
<p>Problem Statement 1: Students are leaving the Vanguard program at middle school. Root Cause: Lack of diverse selection of electives.</p>
<p>Problem Statement 2: Little knowledge of vanguard program by community at large. Root Cause: Lack of branding opportunities throughout Dallas.</p>
<p>Problem Statement 3: Classrooms are overcrowded. Root Cause: Loss of staff caused the student-teacher ratio to increase in some classes.</p>


Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 1: GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 47% to 60% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder teachers will implement 100% of the Eureka Math curriculum for 60 minutes daily through lesson internalization and customization, creation of exemplars and daily monitoring laps.</p> <p>Strategy's Expected Result/Impact: Increase Math Fluency and Problem Solving Increased Numeracy Increased Student Scores</p> <p>Staff Responsible for Monitoring: Principal CILT Team Classroom Teacher</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 8</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder Math teachers will use the remaining 30 minutes of the 90 minutes math block for Tier 2/3 Interventions and Iready,</p> <p>Strategy's Expected Result/Impact: Increased math achievement</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 6</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:


Student Learning
<p>Problem Statement 2: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. Root Cause: Our students are transient, and they are lacking foundational skills.</p> <p>Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.</p> <p>Problem Statement 6: Our third-grade students are having difficulty achieving the Meets performance level on STAAR. Root Cause: Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.</p> <p>Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. Root Cause: Students struggled with grasping the skill of understanding the sounds in words.</p>







Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 2: GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 21% to 50% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1st - 2nd Grade teachers will implement 100% of the Eureka Math curriculum for 60 minutes daily through lesson internalization and customization, creation of exemplars and daily monitoring laps.</p> <p>Strategy's Expected Result/Impact: Increase Math Fluency and Problem Solving Increased Numeracy Increased Student Scores</p> <p>Staff Responsible for Monitoring: Principal CILT Team Classroom Teacher</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 8</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: 1st - 5th Grade math teachers will use the remaining 30 minutes of the 90 minutes math block for Tier 2/3 Interventions and Iready,</p> <p>Strategy's Expected Result/Impact: Increased math achievement</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 6</p>	Formative			Summative
	Oct	Feb	June	
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional development will be given to all teachers in the use of manipulatives and problem solving skills in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased use of hands on math materials Increased use of critical thinking skills Increased best practices</p> <p>Staff Responsible for Monitoring: Admin CILT Teachers</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	June	
	 Moderate Progress			
<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: Students are not able to read on grade level by the 3rd grade. Students are not performing on grade level in mathematics by 3rd grade. **Root Cause:** Our students are transient, and they are lacking foundational skills.

Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.

Problem Statement 6: Our third-grade students are having difficulty achieving the Meets performance level on STAAR. **Root Cause:** Students are below grade level when leaving second grade and unable to bridge the 2nd - 3rd grade gap.


Problem Statement 8: Based on our campus data from BOY iReady shows that at least 47% of students in grades K through 2 are one grade level behind in phonological awareness. **Root Cause:** Students struggled with grasping the skill of understanding the sounds in words.





Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 3: GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 27% to -50% by June 2030.

High Priority

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: To support the African-American student population, teachers and staff will implement resources and incentives provided by District Initiatives, Mentor Program, and participate in Professional Development regarding best practices to increase achievement in math for this population. Teachers will increase the use of culturally responsive pedagogy and practice specific to the learning styles and needs of African American students. Select staff will be selected to sponsor an African-American student mentor program.</p> <p>Strategy's Expected Result/Impact: Increased Achievement Closing the Gap</p> <p>Staff Responsible for Monitoring: Principal CILT Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	June	
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: We experience a high level of student mobility throughout the school year. Root Cause: The majority of our students live in apartments. When their vouchers expire, they have to move.</p>


Student Learning





Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. **Root Cause:** Some students lack intrinsic motivation and a sense of purpose to drive them to excel.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 1: GPM 3.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 90% to 97% by June 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 6 will implement 100% of the Amplify curriculum daily for 90 minutes in 6th grade through lesson internalization and customization, exemplar creation, monitoring laps and scratch to screen protocol.</p> <p>Strategy's Expected Result/Impact: Improved achievement in reading.</p> <p>Staff Responsible for Monitoring: Principal CILT Teachers</p> <p>Title I: 2.51, 2.52 - 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: Demographics 1, 5 - Student Learning 7</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families. Root Cause: Newcomer population increase in the neighborhood area.</p> <p>Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. Root Cause: John Lewis at O. W. Holmes is being rebuilt.</p>


Student Learning





Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 2: GPM 3.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 60% to 70% by June 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 7 will implement 100% of the Amplify curriculum daily for 90 minutes in 7th grade through lesson internalization and customization, exemplar creation, monitoring laps and scratch to screen protocol.</p> <p>Strategy's Expected Result/Impact: Improved achievement in reading.</p> <p>Staff Responsible for Monitoring: Principal CILT Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 7</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families. Root Cause: Newcomer population increase in the neighborhood area.</p> <p>Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. Root Cause: John Lewis at O. W. Holmes is being rebuilt.</p>


Student Learning





Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 3: GPM 3.3 Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 88% to 97% by June 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 8 will implement 100% of the Amplify curriculum daily for 90 minutes in 8th grade through lesson internalization and customization, exemplar creation, monitoring laps and scratch to screen protocol.</p> <p>Strategy's Expected Result/Impact: Improved achievement in reading.</p> <p>Staff Responsible for Monitoring: Principal CILT Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 7</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: We serve a large number of scholars who are non-English speakers, which at times presents challenges in communicating important information to families. Root Cause: Newcomer population increase in the neighborhood area.</p> <p>Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. Root Cause: John Lewis at O. W. Holmes is being rebuilt.</p>


Student Learning


Problem Statement 7: Our 6th grade scholars are currently struggling with writing and require additional support to improve their skills. **Root Cause:** Students lack opportunities to write for different purposes.


Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.


Performance Objective 1: GPM 4.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 76% to 86% by June 2030.


Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 6 will implement 100% of the Carnegie Math curriculum for 90 minutes daily through lesson internalization, exemplar creation, monitoring laps, student math journals and scratch to screen protocol as well as a defined schedule for student use of Mathia.</p> <p>Strategy's Expected Result/Impact: Improved Achievement in Math</p> <p>Staff Responsible for Monitoring: Principal CILT Math Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 5: 6th grade students who were enrolled in John Lewis at O. W. Holmes are remaining at J. P. Starks for this school year. Root Cause: John Lewis at O. W. Holmes is being rebuilt.</p>
Student Learning
<p>Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.</p>

School Processes & Programs

Problem Statement 3: Declining enrollment in vanguard program. **Root Cause:** Every school has a STEM program and neighborhood charter schools are recruiting our students.


Perceptions





Problem Statement 1: Students are leaving the Vanguard program at middle school. **Root Cause:** Lack of diverse selection of electives.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 2: GPM 4.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 80% to 90% by June 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 7 will implement 100% of the Carnegie Math curriculum for 90 minutes daily through lesson internalization, exemplar creation, monitoring laps, student math journals and scratch to screen protocol as well as a defined schedule for student use of Mathia.</p> <p>Strategy's Expected Result/Impact: Improved Achievement in Math</p> <p>Staff Responsible for Monitoring: Principal CILT Math Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.</p>
School Processes & Programs
<p>Problem Statement 3: Declining enrollment in vanguard program. Root Cause: Every school has a STEM program and neighborhood charter schools are recruiting our students.</p>


Perceptions





Problem Statement 1: Students are leaving the Vanguard program at middle school. **Root Cause:** Lack of diverse selection of electives.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 3: GPM 4.3 Percent of all students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 63% to 80% by June 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 8 will implement 100% of the Carnegie Math curriculum for 90 minutes daily through lesson internalization, exemplar creation, monitoring laps, student math journals and scratch to screen protocol as well as a defined schedule for student use of Mathia.</p> <p>Strategy's Expected Result/Impact: Improved Achievement in Math</p> <p>Staff Responsible for Monitoring: Principal CILT Math Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Teachers have challenges teaching grade-level curriculum because students are entering with extreme academic deficiencies and are unable to read the grade-level texts. Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated by their mobility and students have not received literacy instruction in a systematic and intentional way.</p>
School Processes & Programs
<p>Problem Statement 3: Declining enrollment in vanguard program. Root Cause: Every school has a STEM program and neighborhood charter schools are recruiting our students.</p>


Perceptions


Problem Statement 1: Students are leaving the Vanguard program at middle school. **Root Cause:** Lack of diverse selection of electives.





Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 1: GPM 5.1 The percent of graduates meeting the Texas Success Initiative requirements (not including college prep course) for college readiness will increase from 34% to 42% by August 2030.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 8th grade students will take the PSAT in preparation for college and earning exemptions from TSI.</p> <p>Strategy's Expected Result/Impact: increased college readiness</p> <p>Staff Responsible for Monitoring: Principal Counselor Test Coordinator Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide college awareness through the following: College Hall of Fame, College of the Month, Teacher college signage on classroom door, College tours, College pamphlets, etc. The campus will host career day to expose students to different careers.</p> <p>Strategy's Expected Result/Impact: Increased college attendance Increases awareness of different careers</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	June	
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

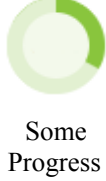
Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: A student's motivation and engagement with learning are crucial for academic achievement. Root Cause: Some students lack intrinsic motivation and a sense of purpose to drive them to excel.</p>
School Processes & Programs
<p>Problem Statement 1: Students need more access to a diversity of fine arts. Root Cause: Low enrollment causes staffing issues.</p>
<p>Problem Statement 3: Declining enrollment in vanguard program. Root Cause: Every school has a STEM program and neighborhood charter schools are recruiting our students.</p>
Perceptions
<p>Problem Statement 1: Students are leaving the Vanguard program at middle school. Root Cause: Lack of diverse selection of electives.</p>

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 2: GPM 5.4 The percent of graduates completing a Personal Financial Literacy course shall increase from 5% to 45% by June 2030.

Evaluation Data Sources: Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of 7th Grade students will successfully complete Pathway to College and Career Course. Strategy's Expected Result/Impact: Students to be on track for college and career ready. Staff Responsible for Monitoring: Principal Counselor Teacher</p> <p>Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Oct	Feb	June	
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Declining enrollment in vanguard program. Root Cause: Every school has a STEM program and neighborhood charter schools are recruiting our students.</p>
Perceptions
<p>Problem Statement 2: Little knowledge of vanguard program by community at large. Root Cause: Lack of branding opportunities throughout Dallas.</p>

State Compensatory

Budget for 263 J.P. Starks Elementary School

Total SCE Funds: \$125,981.00

Total FTEs Funded by SCE: 20.5

Brief Description of SCE Services and/or Programs

The funds will be utilized to develop and provide programs to meet the needs of students who are at risk through interventions, before and afterschool tutoring, enrichment opportunities, technology programs and other identified and approved programs.

Personnel for 263 J.P. Starks Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Berna Williams	Office Manager	1
Brenda Lamb	Teacher Assistant	1
Cecilia Turnbough	CRC	1
Denis Portillo	Registrar	1
Elizabeth Torres	Teacher	1
Heather Wilson	Teacher	1
Hugo Taylor	Teacher	1
Janet Smeltzer	Teacher	1
Justin McKnight	Teacher	1
Kimberly Wooten	Media Specialist	1
Leslie Flores	Teacher	1
Matt Disen	Teacher	1
Mayola Ortiz	Teacher	1
Natasha Fails	Reading Interventionist	1
Shlonda Tolbert	TAG	0.5
Stephanie Simon	Teacher	1
Suzelene Pooler	Teacher	1
Tracey Savage	Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Urisanna Roberson	Teacher	1
Wanda Claudio	Teacher Assistant	1
Wynton Henderson	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yolanda Lara	Parent Support Specialist	Tier 2	1

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	7			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	9	1			\$0.00
1	9	3			\$0.00
1	9	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$105,556.00
+/- Difference					\$105,556.00
461 - Campus Activity Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

461 - Campus Activity Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$60,205.00
				+/- Difference	\$60,205.00
199 - General Operating					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$125,981.00
				+/- Difference	\$125,981.00
255 - Title II, Part A, TPTR					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
263 - Title III, LEP					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
1	9	3			\$0.00
1	9	5			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
261 - Title III-A, Immigrant					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00

261 - Title III-A, Immigrant					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
26I - Title III, Part A Immigrant					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
28B - Title IV, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$0.00
1	5	5			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
199 - PIC 21 State Gifted and Talented (G/T)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$128.00
				+/- Difference	\$128.00
199 - PIC 23 State Special Ed (SpEd)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$174.00
				+/- Difference	\$174.00
199 - PIC 25 State Bilingual/ESL					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00

199 - PIC 25 State Bilingual/ESL					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$1,241.00
				+/- Difference	\$1,241.00
199 - PIC 30 State SCE Title I-A, Schoolwide Activ					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$4,720.00
				+/- Difference	\$4,720.00
				Grand Total Budgeted	\$298,005.00
				Grand Total Spent	\$0.00
				+/- Difference	\$298,005.00