

Dallas Independent School District



352-Young Women's STEAM Academy At Balch Springs

Accountability Rating: B

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

2025-2026 Campus Improvement Plan

Vision

We empower young girls to become confident trailblazers in STEAM, equipped with college- and career-ready skills. Guided by our core values—**G**rowth, **I**nnovation, **R**esponsibility, **L**eadership and **S**ervice—our young scholars are destined to become successful global citizens.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	19
Goals	24
Goal 1 : Student achievement on the third-grade state assessment in reading/writing in ...	25
Goal 2 : Student achievement on the third-grade state assessment in mathematics in D...	26
Goal 3 : Student achievement on the state assessments in reading/writing in Domain 1 (...)	27
Goal 4 : Student achievement on the state assessments in mathematics in Domain 1 (av...	37
Goal 5 : The percent of graduates meeting the criteria for college, career, or military rea...	48
Funding Summary	53
211 - Title I, Part A	54
42B - SSI Community Partnership Grant	59
199 - General Operating	59



Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary Young Women's STEAM Academy at Balch Springs Middle School (YWSA) opened in 2016 as the district's first 'neighborhood' all-girls school. Designed for academic success in an innovative learning environment, our facility is supplemented with a number of special education, visual and performing arts, instructional technology, and career education classrooms. The transition from Balch Springs Middle School (opened in 2012) was centered on a vision to empower young girls to become confident trailblazers in STEAM, equipped with college and career-ready skills. Young Women's STEAM Academy is part of the Office of Transformation and Innovation Network and feeds into H. Grady Spruce and Samuell High Schools. We welcome students from all over the metroplex upon principal approval. Young women who reside in the following elementary school attendance zones are automatically zoned to YWSA: (Spruce High School attendance zones: William Anderson, Gilbert Cuellar Sr., Julius Dorsey, Richard Lagow, and Nancy Moseley and Samuell High School attendance zones (J.Q. Adams, Runyon, Edward Titcher, Pleasant Grove). Our campus is comprised of approximately 760+ girls in grades 6-10. The campus ethnicity is primarily Hispanic and African American students, and approximately 96% are economically disadvantaged. See tables below for current demographic data.

Grade	Ethnicity (%)									
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported	
06	243	3 (1.2)	24 (9.9)	212 (87.2)	1 (0.4)	0 (0.0)	0 (0.0)	3 (1.2)	0 (0.0)	
07	233	5 (2.1)	30 (12.9)	196 (84.1)	0 (0.0)	1 (0.4)	0 (0.0)	1 (0.4)	0 (0.0)	
08	233	5 (2.1)	24 (10.3)	199 (85.4)	0 (0.0)	1 (0.4)	0 (0.0)	4 (1.7)	0 (0.0)	
09	29	2 (6.9)	2 (6.9)	25 (86.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	
All	738	15 (2.0)	80 (10.8)	632 (85.6)	1 (0.1)	2 (0.3)	0 (0.0)	8 (1.1)	0 (0.0)	

Grade	EB (%)						
	EB Total	BE	ESL	Shelt	Den	Not Serv	EB SPED
06	174	0 (0.0)	168 (96.6)	143 (82.2)	5 (2.9)	3 (1.7)	13 (7.5)
07	143	0 (0.0)	137 (95.8)	122 (85.3)	6 (4.2)	1 (0.7)	15 (10.5)
08	118	0 (0.0)	114 (96.6)	91 (77.1)	4 (3.4)	2 (1.7)	12 (10.2)
09	23	0 (0.0)	22 (95.7)	16 (69.6)	0 (0.0)	0 (0.0)	3 (13.0)
All	458	0 (0.0)	441 (96.3)	372 (81.2)	15 (3.3)	6 (1.3)	43 (9.4)

Grade	Others (%)				
	BE not EB	EB Exit	Special Education	TAG	Economically Disadvantaged
06	0 (0.0)	5 (2.1)	33 (13.6)	72 (29.6)	234 (96.3)
07	0 (0.0)	13 (5.6)	34 (14.6)	49 (21.0)	225 (96.6)
08	0 (0.0)	35 (15.0)	31 (13.3)	63 (27.0)	219 (94.0)
09	0 (0.0)	2 (6.9)	4 (13.8)	3 (10.3)	29 (100.0)
All	0 (0.0)	55 (7.5)	102 (13.8)	187 (25.3)	707 (95.8)

Strengths

- Demographics Strengths Single-gender all girl 100% female student population
- Extension to a 6-12 campus beginning with 10th grade in the 2025-2026 school year AP courses for high school students
- Engineering pathway beginning in 6th grade

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Enrollment has continued to decline post-pandemic and campus exposure has been limited	Enrollment data shows the need to develop a comprehensive recapturing and retaining plan to ensure parents know the benefits of staying at Young Women's STEAM Academy. Extracurricular activities have increased, but students and parents are not aware of all options.
2 ★	With the addition of 9th grade, student attendance percentages remain the same at 94% (2024 and 2025).	8th grade attendance declined to 92%, due to post-pandemic behaviors including a rise in student truancy call for more parental involvement.

★ = Priority

Student Learning

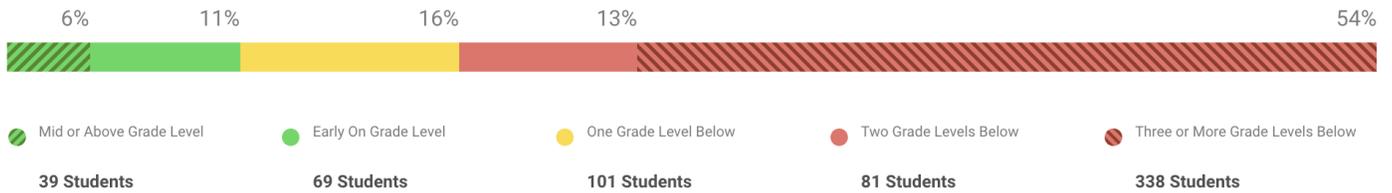
Summary

2024-2025 BOY & MOY Achievement by Grade Level

Middle School

Overall Placement

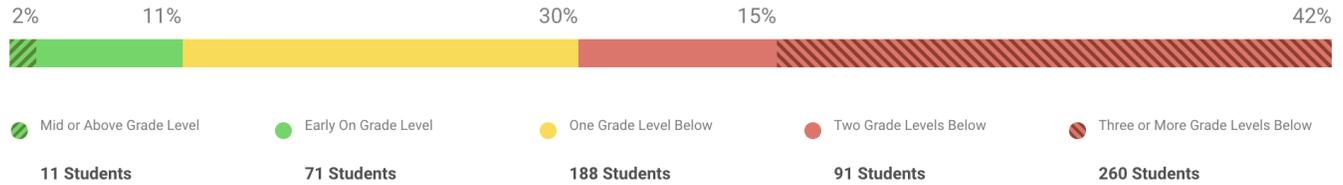
Students Assessed/Total: 628/693



Reading

Overall Placement

Students Assessed/Total: 621/693



Math

Above is the overall data for grades 6-8 for reading and math

Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6	4%	12%	17%	17%	51%	215/240
Grade 7	6%	12%	14%	13%	56%	215/233
Grade 8	9%	10%	18%	9%	55%	198/220

Reading

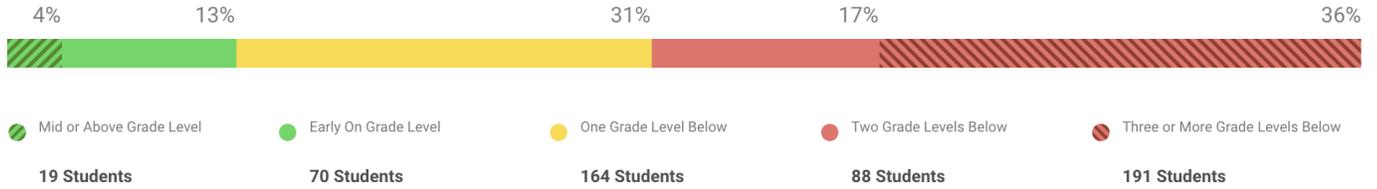
Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6	1%	13%	39%	13%	33%	212/240
Grade 7	1%	12%	25%	19%	43%	216/233
Grade 8	3%	9%	27%	11%	50%	193/220

Math

Above details each grade level at the beginning of the year (**BOY**), with over 50% of each grade level testing 3 or more grade levels below in reading

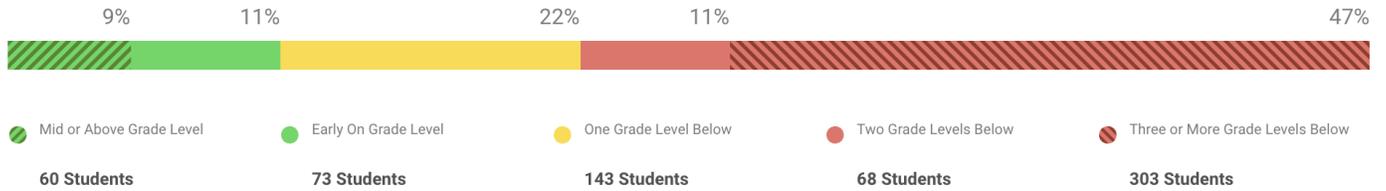
Overall Placement

Students Assessed/Total: 532/693



Overall Placement

Students Assessed/Total: 647/693



Math

Above is for middle of the year (**MOY**) testing for 6-8 grade, with less students testing 3 grades below and more testing on grade level in reading and math

Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6	10%	8%	24%	12%	46%	220/240
Grade 7	7%	13%	23%	13%	45%	222/233
Grade 8	10%	13%	20%	6%	50%	205/220

Reading

Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6	5%	19%	38%	16%	22%	220/240
Grade 7	3%	12%	31%	19%	34%	221/233
Grade 8	0%	2%	13%	11%	74%	91/220

Math

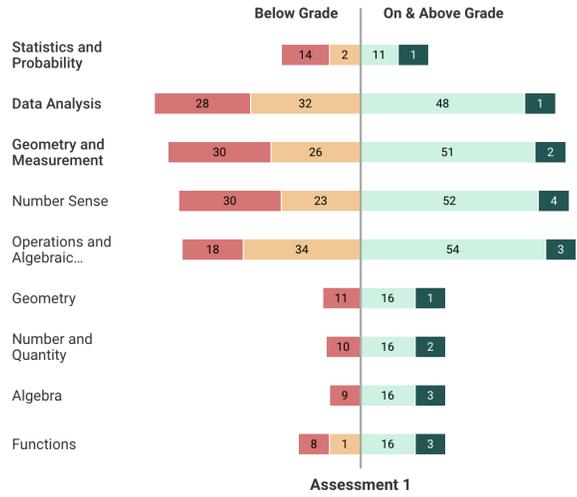
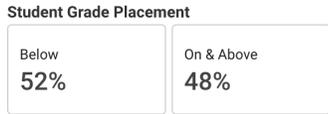
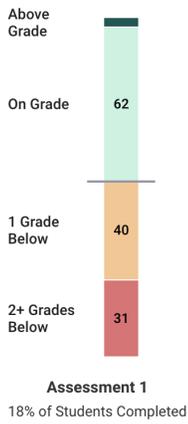
This data is broken down by grade level for reading and math. The data shows an extreme dip in 8th grade, most likely due to absences during testing

High School

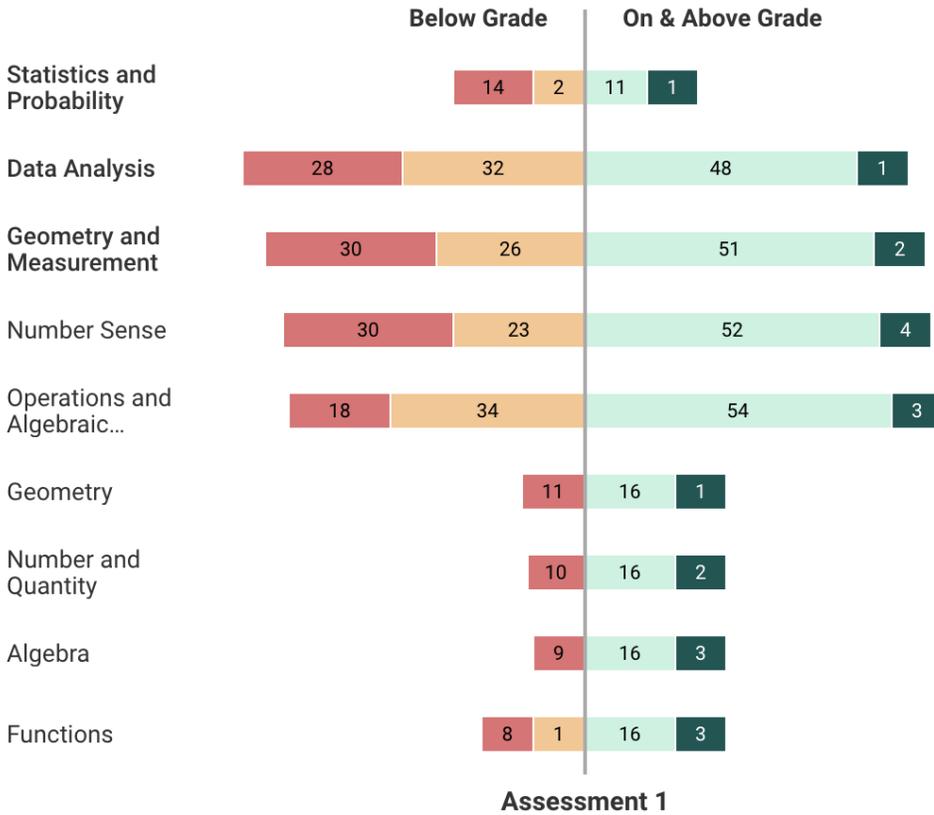
Math

Overall Placement

Domain Performance



Domain Performance



Domains to Focus On

Students Below Grade

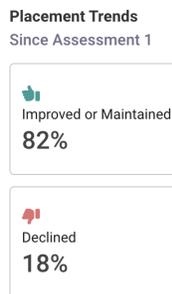
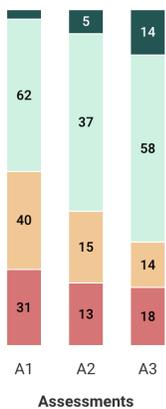
Statistics and Probability
57%

Data Analysis
55%

Geometry and Measurement
51%

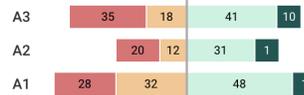
BOY Math Diagnostic HS

Overall Placement

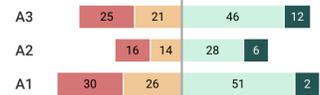


Domain Performance

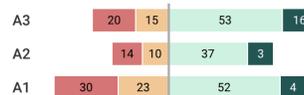
Data Analysis



Geometry and Measurement



Number Sense



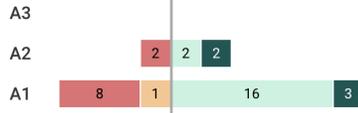
Number and Quantity



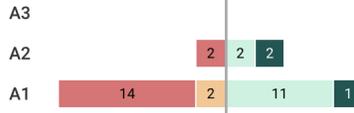
Domain Performance

Below Grade | On & Above Grade

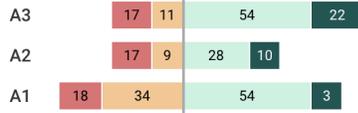
Functions



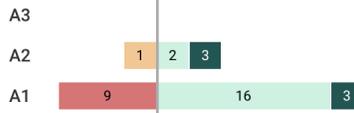
Statistics and Probability



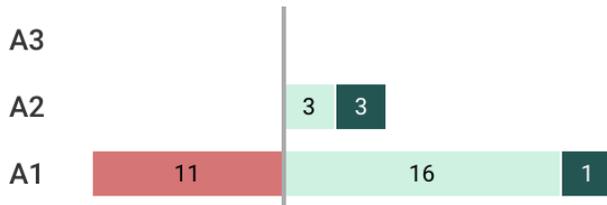
Operations and Algebraic Thinking



Algebra



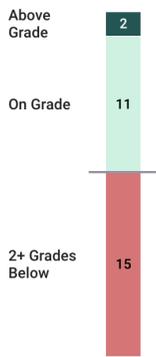
Geometry



This data shows an overall increase in student performance from BOY to MOY in math, with over 82% of students performing better

Reading BOY

Overall Placement



Student Grade Placement

Below
54%

On & Above
46%

Top Classes To Focus On

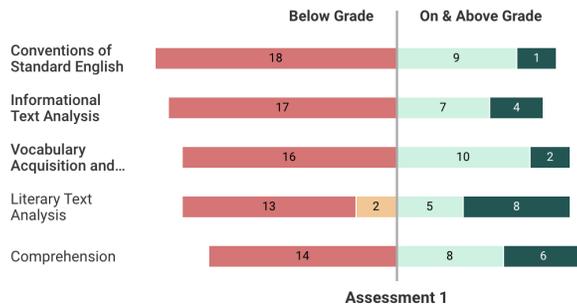
Students below grade

Algebra I Advanced Hs [1] Mai (1...	87%
Intro To Engineering Design Pltw...	87%
English I Advanced [2] Arce (6A)	71%

Assessment 1

3% of Students Completed

Domain Performance



Domains to Focus On

Students Below Grade

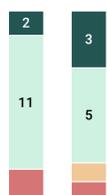
Conventions of Standard English
64%

Informational Text Analysis
60%

Vocabulary Acquisition and...
57%

This shows the BOY data for Eng I students, 9th grade

Overall Placement



Placement Trends

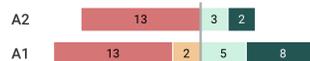
Since Assessment 1

Improved or Maintained
59%

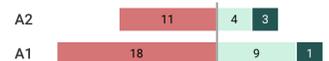
Domain Performance

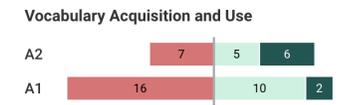
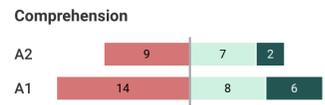
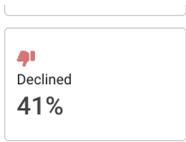
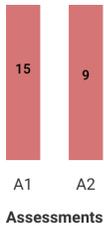
Below Grade | On & Above Grade

Literary Text Analysis



Conventions of Standard English





This shows MOY data for 9th Grade Eng I, much larger decrease than math overall

	Met Dallas									D1	D1	D2B
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
9th Reading	22%	58	41	48	14	161	64%	39%	9%	37	69	B
7th Reading	23%	49	42	58	27	176	72%	48%	15%	45	76	B
8th Reading	24%	47	35	53	19	154	69%	47%	12%	43	75	B
English 1 EOC	31%	8	4	4	0	16	50%	25%	0%	25	53	F
English 2 EOC	0%	0	0	6	0	6	100%	100%	0%	67	92	A
9th Math	29%	76	73	40	16	205	63%	27%	8%	33	62	C
7th Math	13%	87	14	6	0	107	19%	6%	0%	8	37	F
8th Math	41%	39	64	64	20	187	79%	45%	11%	45	76	B
Algebra I EOC	46%	17	40	25	43	125	86%	54%	34%	58	88	A
9th Science	43%	52	59	39	15	165	68%	33%	9%	37	69	B
Biology EOC	80%	1	11	11	2	25	96%	52%	8%	52	83	A
9th Social Studies	7%	8	4	0	0	12	33%	0%	0%	11	40	F
TOTAL	31%	442	387	354	156	1339	67%	38%	12%	39	71	B
Reading	23%	162	122	169	60	513	68%	45%	12%	42	74	B
Math	33%	219	191	135	79	624	65%	34%	13%	37	69	B
Science	48%	53	70	50	17	190	72%	35%	9%	39	71	B
Social Studies	7%	8	4	0	0	12	33%	0%	0%	11	40	F

STAAR Simulation Data

Strengths

- Overall, there is an increase in student performance on i-Ready testing from beginning to middle of year, with more students moving to grade level.
- 9th grade students performed generally well in biology, with that course projecting an A for STAAR this year.
- Increase in overall passing rate from 7th to 8th grade for RLA.
- HS Math had 82% increase on diagnostic testing throughout the year

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2 ★	Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

★ = Priority

School Processes & Programs

Summary

Master Schedule

To enhance vertical alignment and content collaboration, the campus master schedule was intentionally designed to support PLCs by content area. With the expansion to include 9th and 10th grade, several teachers will serve multiple grade levels. To ensure grade-level continuity, each grade level was strategically assigned a common planning period. This enables teams to address attendance concerns, collaborate on MTSS interventions, and maintain consistent communication. Content-area PLCs remain intact, allowing for robust collaboration and instructional planning across grades.

All ELAR and Math classes are double-blocked across grades to provide sufficient instructional time in these high-priority content areas. Sixth-grade students who pass the Reading or Math STAAR are placed in honors courses to further challenge and accelerate their academic growth.

Campus-Wide Instructional Practices

- Weekly PLCs focus on lesson internalization, instructional adjustments, and data-informed decision making.
- Regular data meetings allow teachers to reflect on student progress and collaborate on reteach strategies using established protocols.
- LanSchool is used campus-wide to monitor student technology use and reduce off-task behavior.

Staff Hiring & Retention Practices

- Teacher leaders participate in hiring committees to provide instructional and cultural insight on candidates.
- Each spring, staff are surveyed on grade level and content preferences to support teacher satisfaction and effective placement.

Strengths

- The building layout supports collaboration by housing grade levels and content areas in close proximity.
- The 10-period block schedule maximizes instructional time, with each class period lasting 74 minutes.
- Double-blocking for Math and ELAR ensures additional support in these critical areas.
- Lesson plans consistently include TEKS alignment, learning objectives, demonstrations of learning, success criteria, and disciplinary literacy components.
- Weekly data analysis with APs and team leads includes DOLs, weekly assessments, common assessments, and state assessments (STAAR, EOC, ACP).
- STEAM instruction is integrated weekly, including a dedicated Friday schedule that emphasizes cross-disciplinary learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.

Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

★ = Priority

Perceptions

Summary



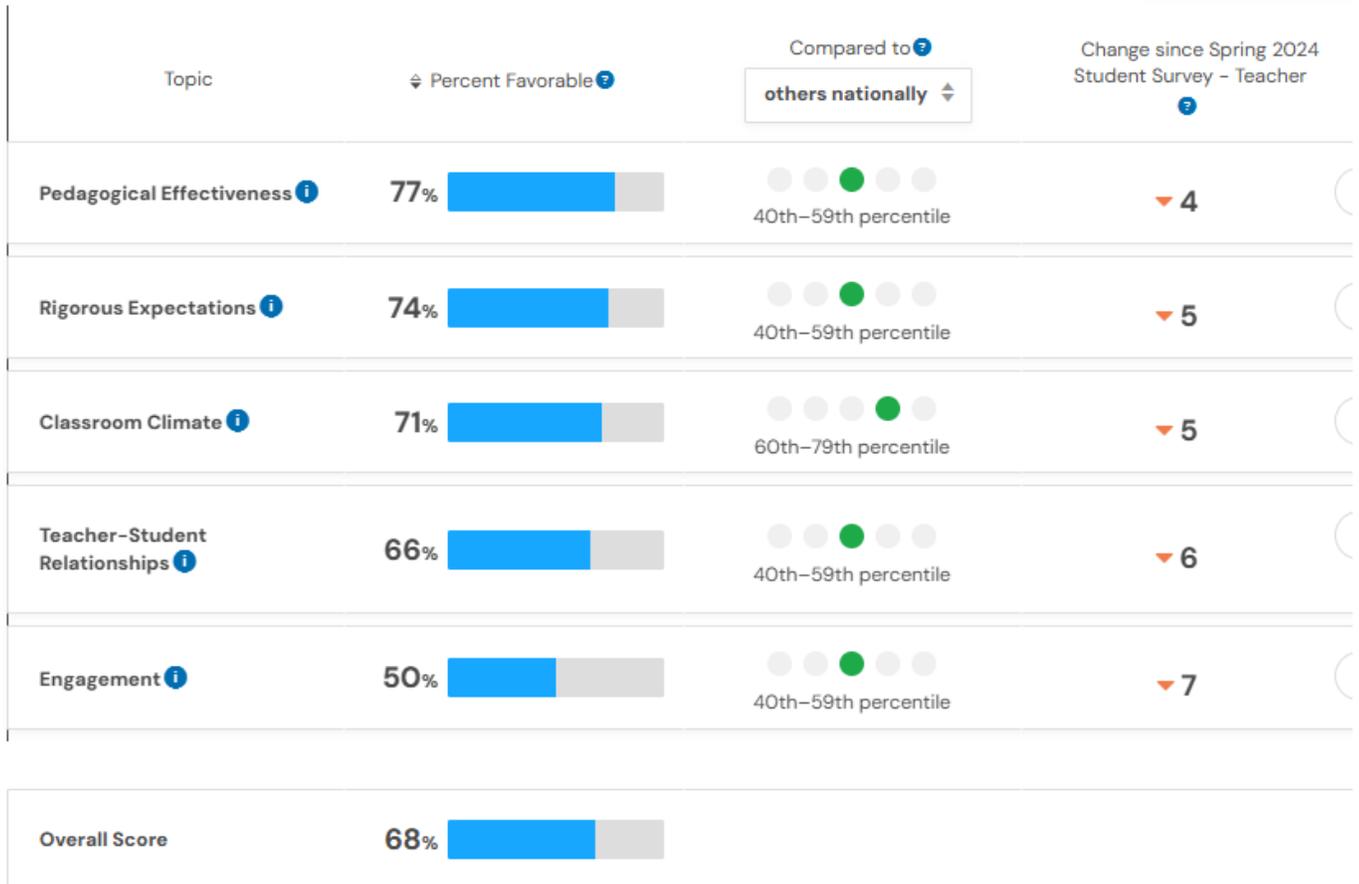
Student Survey – Teacher

What feedback did students have about their experience in class?

Grades 6–12

1,224 responses | [show breakdown](#)

[Save as PDF](#) ✓



Climate Survey Data

Survey Category/Item	Responses	Campus Percent Positive (\$2025)	Campus Percent Positive (\$2024)	Campus Percent Positive (\$2023)
Beliefs and Priorities		66.0	66.4	49.4
The key actions my school is working on this year are focused on what is best for students.	50	56.0	52.5	42.3
I understand my role in implementing the school's key actions.	50	84.0	90.0	76.9
I have the support I need from campus leadership to do my job well.	50	58.0	65.0	48.7
My campus leadership helps me understand recent changes in the school's focus.	50	60.0	55.0	35.9
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	50	72.0	67.5	65.4
My campus priorities are aligned with the district's priorities.	50	72.0	72.5	NA
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	50	60.0	62.5	47.4

District leadership makes decisions that support the district's mission statement: "Educating all students for success."**	50	50.0	35.0	41.0
Positive Culture and Environment				
I would recommend this school to others to work here.	50	52.0	48.7	45.5
I usually look forward to working each day at this school.	50	62.0	53.8	51.9
I believe I work in an environment of support and respect.	50	58.0	69.2	53.2
Discipline is enforced consistently and effectively at my campus.	50	44.0	64.1	29.9
Unruly students are not permitted to disrupt the learning environment.	50	54.0	71.8	32.5
The campus I work in is clean, safe and free of physical hazards.	50	92.0	94.7	81.8
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	50	54.0	42.1	44.2
I am satisfied with the recognition I receive for doing a good job.	50	46.0	47.4	49.4
Morale at my school is strong.	50	34.0	44.7	20.8
I would recommend this school to parents seeking a place for their child.	50	44.0	52.6	39.0
Culture of Feedback and Support				
My campus leadership helps me improve the quality of my instruction.	34	52.9	61.5	58.5
The instructional feedback I get helps me improve the quality of my instruction.	34	67.6	65.4	73.6
I have sufficient opportunities and encouragement to develop my leadership potential.	34	52.9	61.5	54.7
The PD sessions at my school this year helped me improve instruction.	34	50.0	61.5	45.3
My team experiences with colleagues this year helped me improve instruction.	34	73.5	80.8	75.5
My school has an effective instructional leadership team.	34	52.9	73.1	54.7
College-Going Culture				
Staff expect most students in this school to go to college.	38	65.8	60.0	59.4
Instruction in this school is focused on helping students get ready for college.	38	73.7	66.7	70.3
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	38	86.8	70.0	75.0
Staff at this school accept nothing less from students than their full effort.	38	73.7	76.7	70.3
Staff at this school do not let students give up when their class work becomes challenging.	38	84.2	80.0	70.3
Staff at this school give students feedback to help them understand how to improve.	38	84.2	80.0	79.7

Strengths

1. Pedagogical Effectiveness – 77% Favorable

- This is the highest-rated area, indicating that students generally perceive their teachers as knowledgeable, clear, and effective in delivering instruction.
- Still within the 40th–59th percentile nationally, but comparatively stronger on your campus.

2. Rigorous Expectations – 74% Favorable

- Students feel that teachers hold them to high academic standards and expect them to work hard and think critically.
- This suggests a positive academic culture where students are aware of and expected to meet challenging goals.

3. Classroom Climate – 71% Favorable

- The third-highest area, and in the **60th–79th percentile nationally**, making it your only domain currently above the national median.
- This reflects students feeling mostly safe, respected, and supported in their classrooms.

Based on Spring 2025 Climate Survey Data

• College-Going Culture

- Staff expectations and focus on college readiness are consistently strong:
 - “Staff expect most students in this school to go to college” – 86%
 - “This school is focused on helping students get ready for college” – 80%
 - “Staff in this school believe it is a part of their job to prepare students to succeed in college” – 78%

- These ratings are significantly higher than previous years, showing clear upward trends.

- **Physical Safety and Cleanliness**

- “The campus I work in is clean, safe and free of physical hazards” – 92% positive (up from 61.8% in 2023)

- **Leadership Communication and Alignment**

- “My campus priorities are aligned with the district’s priorities” – 72%
- “My campus currently bases its actions on the Dallas ISD Student Outcome Goals” – 72%

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.	Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.
2	Low morale and recognition among staff	Lack of formal or consistent staff recognition systems; high workload or stress not being acknowledged; limited avenues for teacher voice/ input in campus decisions
3	Discipline is inconsistently enforced	Lack of clarity or consistency in behavior management systems; uneven implementation of discipline policy; staff fatigue or lack of support in addressing challenging behaviors

★ = Priority



Priority Problem Statements

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Enrollment has continued to decline post-pandemic and campus exposure has been limited	Enrollment data shows the need to develop a comprehensive recapturing and retaining plan to ensure parents know the benefits of staying at Young Women's STEAM Academy. Extracurricular activities have increased, but students and parents are not aware of all options.
2 ★	With the addition of 9th grade, student attendance percentages remain the same at 94% (2024 and 2025).	8th grade attendance declined to 92%, due to post-pandemic behaviors including a rise in student truancy call for more parental involvement.

★ = Priority

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2 ★	Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

★ = Priority

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.

Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

★ = Priority

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1



Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.

Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

 = Priority



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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ----to ----by June 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

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 ---% to ---% by June 2030.

Evaluation Data Source: STAAR, IREADY, Learning Checks, DOLs,

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will provide small group instruction during, after school and on Saturdays.

Strategy's Expected Result/Impact: Student performance will increase

Staff Responsible for Monitoring: ELAR, Math, science, social studies teachers

Problem Statements: Student Learning 1, 2

Funding Sources: Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 2

Teachers will participate and collaborate in professional learning communities (PLCS) 2 times a week, with a focus on data tracking and data driven lesson planning to address student concerns promptly.

Strategy's Expected Result/Impact: Improved tier one instruction; improved small group instruction

Staff Responsible for Monitoring: Teachers and Campus Leadership

Problem Statements: Student Learning 1

Funding Sources: Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers 211 - Title I, Part A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

October

February

June

Strategy 3 Targeted Support Strategy

We will provide both on and off campus opportunities to attend professional development sessions to support the campus content instructional needs and other social-emotional support

Strategy's Expected Result/Impact: Improved student belonging and teacher effectiveness

Staff Responsible for Monitoring: Campus Leadership Team and ATEAM

Problem Statements: Perceptions 1

Funding Sources: 42B - SSI Community Partnership Grant,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Strategy 4

The use of the digital curriculum, 7mindsets. The 7 Mindsets approach is grounded in a professional development and coaching model that promotes healthy school cultures and is designed to prepare educators and staff to teach the 7 Mindsets while enriching their own well-being.

Strategy's Expected Result/Impact: Increase academics by the decrease in out-of-school suspensions, decrease in teacher referrals, and increase in attendance.

Staff Responsible for Monitoring: All teachers, staff, and administrators.

Problem Statements: Perceptions 1

Funding Sources: Sign-in sheets / clipboards / pens Name tags (for parents, students, staff) Tablecloths for check-in tables Welcome banner or posters Balloons / decoration, Interactive station supplies (markers, sticky notes, index cards, chart paper) Feedback forms or digital survey QR codes Raffle tickets / prize box (if doing giveaways) Small games or icebreakers for kids, Snacks / refreshments (water, coffee, light snacks if allowed) Trash cans & liners 42B - SSI Community Partnership Grant, \$20,000

Title I: 2.5.1

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

Formative Reviews

Some Progress

October

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2 Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.	Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

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 ---% to ---% by June 2030.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will participate and collaborate in professional learning communities (PLCS) 2 times a week, with a focus on data tracking and data driven lesson planning to address student concerns promptly.

Strategy's Expected Result/Impact: Improved tier one instruction; improved small group instruction

Staff Responsible for Monitoring: Campus Leadership, Math, Reading, Science Social Studies teachers

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

Funding Sources: Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Strategy 2

We will provide both on and off campus opportunities to attend professional development sessions to support the campus content instructional needs and other social-emotional support (single gender)

Strategy's Expected Result/Impact: improved student belonging and teacher effectiveness

Staff Responsible for Monitoring: Campus leadership

Problem Statements: Student Learning 1

Funding Sources: 211 - Title I, Part A, , 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Strategy 3

Student groups will be identified based on STAAR data, BASE referrals, and input from counselors or reset coordinators. Students will be paired with a mentor to discuss learning gaps, set goals and a plan of implementation to address those needs. Students will also get support in the organizational components of a successful student.

Strategy's Expected Result/Impact: Students will be monitored on their academics and school involvement.

Staff Responsible for Monitoring: Staff Mentoring Team, Mentors Connect and Austin Voices Mentoring Program

Problem Statements: Perceptions 1

Funding Sources: 42B - SSI Community Partnership Grant, \$25,000

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

October

February

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will provide small group instruction during, after school and on Saturdays.

Strategy's Expected Result/Impact: Student performance will increase

Staff Responsible for Monitoring: Math, Reading and Science teachers

Problem Statements: Student Learning 1, 2

Funding Sources: Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2	Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.	Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.	Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

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 ---% to ---% by June 2030.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

We will provide both on and off campus opportunities to attend professional development sessions to support the campus content instructional needs and other social-emotional support

Strategy's Expected Result/Impact: improved teacher effectiveness and student belonging

Staff Responsible for Monitoring: Campus leadership

Problem Statements: Student Learning 1 - Perceptions 1

Funding Sources: 42B - SSI Community Partnership Grant, , 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Strategy 2

Teachers will participate and collaborate in professional learning communities (PLCS) 2 times a week, with a focus on data tracking and data driven lesson planning to address student concerns promptly.

Strategy's Expected Result/Impact: Improved tier one instruction; improved small group instruction

Staff Responsible for Monitoring: All core (math, science, ss, reading) electives teachers and campus leadership

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

October

February

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will provide small group instruction during, after school and on Saturdays.

Strategy's Expected Result/Impact: improved student performance

Staff Responsible for Monitoring: ELAR teacher

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2 Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.	Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.	Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

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 ---% to ---% by June 2030.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

To accelerate math growth and ensure all 6th grade students meet their individual targets, the campus will implement a multi-tiered support strategy. Daily instruction will include small-group rotations, allowing teachers to reteach or extend learning while interventionists provide targeted support to the most at-risk students.

Strategy's Expected Result/Impact: The result of incorporating small-group rotations into daily instruction is more differentiated and responsive teaching that meets students where they are. Teachers can reteach concepts to struggling students and extend learning for those who have mastered content, while interventionists provide additional support to the most at-risk learners. This targeted approach leads to increased student engagement, improved mastery of TEKS, and accelerated growth for students across all performance levels.

Staff Responsible for Monitoring: Assistant Principal and Principal

Problem Statements: Student Learning 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

To accelerate math growth and ensure all 6th grade students meet their individual targets, the campus will implement a multi-tiered support strategy. Students will use personalized data trackers to monitor their progress on key assessments, set goals, and reflect on growth with teacher guidance.

Strategy's Expected Result/Impact: Students will develop greater ownership of their learning, demonstrate improved mastery of foundational math skills, and close identified learning gaps.

Staff Responsible for Monitoring: Teachers, Assistant Principal

Problem Statements: Student Learning 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Based on ongoing data analysis, students will be assigned to weekly tutorials focused on specific skills, with parents receiving schedules and progress updates.

Strategy's Expected Result/Impact: The impact of assigning students to weekly tutorials based on ongoing data analysis is increased instructional precision and support tailored to individual student needs. By targeting specific skill gaps, students receive timely interventions that accelerate learning and improve performance on TEKS-aligned assessments. Regular communication with parents fosters transparency, builds partnerships, and increases student accountability, ultimately contributing to stronger academic growth and progress toward individual goals.

Staff Responsible for Monitoring: Teacher, Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Saturday School will offer focused reteach sessions and STAAR practice for Tier 2 and Tier 3 students, with incentives for consistent attendance and demonstrated growth.

Strategy's Expected Result/Impact: Saturday School, the expected impact is a measurable increase in the percentage of 6th grade students meeting or exceeding their individual growth targets on TEKS-aligned math assessments

Staff Responsible for Monitoring: Assistant Principal, Teacher

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress
October

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not reaching goals or making significant gains in i-Ready or standardized testing

Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.

Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.

Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

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 ---% to ---% by June 2030.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Each student will maintain a personalized math data tracker, updated after STAAR assessments, i-Ready diagnostics, and TEKS-aligned CFAs.

Strategy's Expected Result/Impact: Students take ownership of their growth, engage in reflective learning, and are more motivated to meet targets. Teachers gain insight into individual needs, allowing for more precise instructional planning.

Staff Responsible for Monitoring: Teachers, Assistant Principal

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

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Students will be assigned to after-school tutorials on specific days based on HB1416 and teacher selections based on student mastery on concepts

Strategy's Expected Result/Impact: Instruction is targeted to student needs, leading to faster closure of learning gaps. Consistent participation builds routine and reinforces learning. Parents are engaged with clear communication about their child's focus areas.

Staff Responsible for Monitoring: Teacher, Assistant Principal

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

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Core math teachers will implement a rotational model 4 times a week utilizing the math specialist Direct Instruction (new TEKS) Peer Collaboration (guided practice) Teacher-Led Small Group (reteach or extend) Inclusion teachers will push into classrooms to support Tier 2/Tier 3 students during these rotations. Groups will be reassessed every 2-3 weeks based on tracker and assessment data.

Strategy's Expected Result/Impact: Students receive instruction matched to their readiness level. Struggling learners receive repeated, focused practice while advanced learners are pushed deeper. Class time becomes more efficient and student-centered.

Staff Responsible for Monitoring: Teacher, Assistant Principal, math specialist

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

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

February

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

In the spring, weekly Saturday sessions will serve 7th grade students not meeting growth projections or demonstrating key misconceptions. Format: Hour 1: TEKS reteach (hands-on, high-leverage instruction) Hour 2: STAAR-style questions with immediate feedback Incentives will be offered for consistent attendance and demonstrated growth (e.g., certificates, classroom privileges).

Strategy's Expected Result/Impact: Saturday School provides additional time-on-task for the most at-risk students, reinforcing essential TEKS. The smaller setting allows for focused attention and builds student confidence and mastery over time.

Staff Responsible for Monitoring: Ateam & core teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

October

February

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Students are not reaching goals or making significant gains in i-Ready or standardized testing</p>	<p>Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss</p>
<p>2 Over 50% of the high school students are performing below grade level on standardized testing.</p>	<p>High school students have no clearly defined or well-monitored intervention structures for struggling students.</p>

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.</p>	<p>Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.</p>

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 ---% to ---% by June 2030.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

In the Spring, weekly Saturday sessions will serve 7th grade students not meeting growth projections or demonstrating key misconceptions. Format: Hour 1: TEKS reteach (hands-on, high-leverage instruction) Hour 2: STAAR-style questions with immediate feedback Incentives will be offered for consistent attendance and demonstrated growth (e.g., certificates, classroom privileges).

Strategy's Expected Result/Impact: Saturday School provides additional time-on-task for the most at-risk students, reinforcing essential TEKS. The smaller setting allows for focused attention and builds student confidence and mastery over time.

Staff Responsible for Monitoring: Math Teacher, Assistant Principal , Principal, Math specialist

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

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

October

February

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Monthly PD sessions focused on: Analyzing data to plan tutorials and small groups
Differentiating instruction using TEKS scaffolds Integrating math discourse and student talk
Implementing the 3-station classroom model effectively Peer modeling and walkthroughs will support consistent implementation.

Strategy's Expected Result/Impact: Teachers build capacity in using data to drive instruction, creating cohesive Tier 1 and intervention supports. Instructional quality improves across classrooms, leading to more students meeting growth targets.

Staff Responsible for Monitoring: Assistant Principal, Principal

Problem Statements: Perceptions 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 199 - General Operating,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

February

June

Strategy 3

Purchase technology, manipulatives, supplies, instructional aids, consumables, and instructional materials for teachers and students to promote rigorous, engaging, inquiry instruction and Instructional Best Practices in reading, math, writing, science, and social studies. Purchase technology site licenses, such as IXL Learning.

Strategy's Expected Result/Impact: Increase academic performance by using online curriculum and tutoring tools.

Staff Responsible for Monitoring: All teachers, staff and administrators.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 42B - SSI Community Partnership Grant, \$15,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

February

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students are not reaching goals or making significant gains in i-Ready or standardized testing	Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss
2 Over 50% of the high school students are performing below grade level on standardized testing.	High school students have no clearly defined or well-monitored intervention structures for struggling students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 7th grade Core Math students are showing minimal academic growth, as evidenced by limited progress on formative assessments, benchmarks, and diagnostic tools. Despite curriculum alignment, Tier 1 instruction lacks consistent implementation of high-impact practices limiting student conceptual understanding and achievement.	Tier 1 instruction in 7th grade math lacks consistent use of high-leverage strategies--such as small-group re-teach, productive struggle, and discourse--which limits student conceptual understanding and sustained growth.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.	Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.

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.

Summative Evaluation: No progress made toward meeting Performance Objective

Performance Objective 2

GPM 5.2 The percent of graduates meeting 15 dual credit hours will increase from 18.7% to 26% by August 2030.

Summative Evaluation: No progress made toward meeting Performance Objective

Performance Objective 3

GPM 5.3 The percent of students in grades 9-11 on track to graduate will increase from 88.2% to 93% by August 2030.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement individual Graduation Progress Reviews each semester with counselors for all students in grades 9-10

Strategy's Expected Result/Impact: Students will understand their current credit status, graduation requirements, and the consequences of course failure.

They will be more likely to take ownership of their academic progress and set realistic short- and long-term goals.

Staff Responsible for Monitoring: Counselor
College Success Advisor
Principal

Problem Statements: Demographics 1, 2 - Perceptions 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 199 - General Operating,

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

October

February

June

Strategy 2

Create an Early Warning System dashboard that flags students off-track based on attendance, grades, and credits.

Strategy's Expected Result/Impact: Counselors can identify students who are off track early in the semester, allowing for proactive interventions (e.g., tutoring, credit recovery, summer school).

Reduces the number of students who fall too far behind before supports are offered.

Staff Responsible for Monitoring: Counselor
College Success Advisor
Principal

Problem Statements: Demographics 1, 2 - Perceptions 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 199 - General Operating,

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

October

February

June

Strategy 3

Create a 9-11th grade advisory course that includes college readiness, career exploration, and social-emotional learning. Host grade-level college and career events (college visits, career panels, FAFSA nights). Publicly recognize students who remain "on-track" each grading cycle to promote a college-going mindset.

Strategy's Expected Result/Impact: Counselors can guide students in aligning their coursework with endorsement areas, CTE pathways, and postsecondary plans.

Increases the likelihood students are not only graduating on time but are also college- and career-ready.

Staff Responsible for Monitoring: Counselor
College Success Advisor
Principal

Problem Statements: Demographics 1, 2 - Perceptions 1

Funding Sources: Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) 199 - General Operating,

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

February

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Enrollment has continued to decline post-pandemic and campus exposure has been limited</p>	<p>Enrollment data shows the need to develop a comprehensive recapturing and retaining plan to ensure parents know the benefits of staying at Young Women's STEAM Academy. Extracurricular activities have increased, but students and parents are not aware of all options.</p>
<p>2 With the addition of 9th grade, student attendance percentages remain the same at 94% (2024 and 2025).</p>	<p>8th grade attendance declined to 92%, due to post-pandemic behaviors including a rise in student truancy call for more parental involvement.</p>

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Student perceptions of their classroom experience have declined, with a 5-point drop in overall favorability compared to Spring 2024. Engagement remains the lowest-rated area at 50%, significantly below other indicators. This suggests that students are not consistently experiencing learning environments that are interactive, stimulating, and relevant to their needs and interests.</p>	<p>Classroom instruction may not consistently incorporate student-centered strategies--such as peer collaboration, inquiry-based tasks, and voice/choice--which limits engagement and ownership.</p>

Performance Objective 4

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

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

A 12-week workshop program for parents will be offered. The topics of the workshops are designed to help every person achieve their best and live happy lives, becoming better parents in the process. Three of the 12 seminars are designed to teach parents how to support learning at home, two focus on teaching parents about the attendance system in Dallas ISD, and two cover all wrap-around services offered at the campus and district levels.

Strategy's Expected Result/Impact: Increased parental involvement
 Increased student achievement
 Increased participation and positive responses on parent surveys

Staff Responsible for Monitoring: Principal and parent point of contact at school.

Problem Statements: Student Learning 1

Funding Sources: 211 - Title I, Part A, , 42B - SSI Community Partnership Grant, \$25,000, 211 - Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

October

February

June

Strategy 2

Bi-quarterly SBDM & Monthly CWP, PTO meetings, annual Title I and Parent & Family Involvement/Engagement Policy & Compact meetings, including the development and distribution of such policies. Meetings will be scheduled on flexible dates and times so that all parents have access.

Strategy's Expected Result/Impact: Increased parent participation

Staff Responsible for Monitoring: A-Team, Parent Support Specialist

Problem Statements: Student Learning 1

Funding Sources: 211 - Title I, Part A, , 211 - Title I, Part A,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

February

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not reaching goals or making significant gains in i-Ready or standardized testing

Attendance slumps in December, March and May have negative impacts on data. Many students do not attend tutorials or make up opportunities to recoup learning loss



Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers	211-11-6 399-2R-352-2-30	\$0.00
3	1	2	Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers	211-11-6 399-2R-352-2-30	\$0.00
3	2	1	Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable)	211-11-6 399-2R-352-2-30	\$0.00
3	2	2		211-13-6 299-2T-352-2-30	\$0.00
3	2	2		211-13-6 299-AW-352-2-30	\$0.00
3	2	4	Student sign-in sheet & pens Copies of lesson plans/materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work		

			Timers (for rotations or activities) Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers		
3	3	1		211-13-6 299-2T- 352-2-30	\$0.00
3	3	2	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
3	3	3	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	--	\$0.00
4	1	1	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks--depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards		

(for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)

4	1	2	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
---	---	---	---	---------------------------------	--------

4	1	3	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
---	---	---	---	---------------------------------	--------

4	2	1	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/		
---	---	---	--	--	--

materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)

4	2	2	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
4	2	3	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
4	2	4	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00

4	3	1	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	211-11-6 399-2R- 352-2-30	\$0.00
5	4	1		211-61-6 129-00-3 52-2-30	\$0.00
5	4	1		211-11-6 399-2R- 352-2-30	\$0.00
5	4	2		211-61-6 129-00-3 52-2-30	\$0.00
5	4	2		211-11-6 399-2R- 352-2-30	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$150,000.00
+/- Difference					\$150,000.00

42B - SSI Community Partnership Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$0.00
3	1	4	Sign-in sheets / clipboards / pens Name tags (for parents, students, staff) Tablecloths for check-in tables Welcome banner or posters Balloons / decoration, Interactive station supplies (markers, sticky notes, index cards, chart paper) Feedback forms or digital survey QR codes Raffle tickets / prize box (if doing giveaways) Small games or icebreakers for kids, Snacks / refreshments (water, coffee, light snacks if allowed) Trash cans & liners	--	\$20,000.00
3	2	3		--	\$25,000.00
3	3	1		--	\$0.00
4	3	3		--	\$15,000.00
5	4	1		--	\$25,000.00
				Sub-Total	\$85,000.00
				Budgeted Fund Source Amount	\$30,000.00
				+/- Difference	-\$55,000.00

199 - General Operating

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)	--	\$0.00
5	3	1	Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives		

(counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities)

5 3 2 Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) -- \$0.00

5 3 3 Small whiteboards & dry erase markers (for quick checks/participation) Anchor charts or graphic organizers Flashcards (math facts, vocab, sight words, etc.) Manipulatives (counters, fraction strips, base-ten blocks-- depending on subject) Reading books or passages at different levels Technology devices (if used) & chargers Pencils & erasers Pens (blue/black/red) Highlighters Lined notebook paper Composition notebooks or journals Index cards (for review games or exit tickets) Sticky notes (for responses, grouping, reminders) Crayons / colored pencils / markers (if applicable) Student sign-in sheet & pens Copies of lesson plans/ materials Folders or envelopes for each student's work Dry erase board / markers / erasers Chart paper & markers for group work Timers (for rotations or activities) -- \$0.00

Sub-Total \$0.00

Budgeted Fund Source Amount \$20,000.00

+/- Difference \$20,000.00