Fort Worth Independent School District

114 Manuel Jara Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Manuel Jara Mission Statement

Manuel Jara is dedicated to ensure that all students succeed.

We maintain highly qualified staff, integrate a learner-centered curriculum; exemplifying honesty, integrity, and strength of character, embracing and empowering the community to prosper.

Vision

Manuel Jara Vision

Manuel Jara is a school of safe, happy, healthy, scholars

where every child matters, every day.

Value Statement

Manuel Jara Theme

"There is no place like Jara!"

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Manuel Jara Elementary is proud to serve a vibrant and diverse student population from pre-kindergarten through fifth grade within the Fort Worth Independent School District. Our school has been a long-standing pillar of the North Side community, and we are committed to maintaining stable enrollment while actively seeking to enhance opportunities for family engagement. This commitment ensures that our school remains a central and supportive part of the community, fostering a collaborative environment for students and their families.

Our students benefit from a comprehensive educational approach that includes general education, dual language programming, and special education services. These programs are designed to cater to the diverse needs of our student body, ensuring that each child receives the support necessary to thrive academically and socially. Our highly qualified staff is dedicated to meeting the varied needs of our learners, employing their expertise and passion to create an inclusive and effective learning environment for all students.

Manuel Jara Elementary is a Title I campus with a student body that is 92% economically disadvantaged and 60% Emergent Bilingual (EB). Our total enrollment is 520 students, including 2% with 504 plans, 13% identified as gifted and talented, and 18% receiving special education services. Our dedicated staff comprises 70 members. The current attendance rate is 94.02%, similar to last year's 94%.

Demographics Strengths

1. Dedicated and experienced educators with strong retention rates.
2. Deep community roots strengthened by multigeneration family involvement.
3. A positive and collaborative staff culture that reinforces consistent campus routines.
4. Strong support from the Family Engagement Specialist, who connects families to campus initiatives.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 2025-2026 school year, 19% of students were chronically absent.
Root Cause: Families need additional resources to internalize the importance of education.

Problem Statement 2 (Prioritized): For the 2025-2026 school year, the student daily attendance is at 94.02% which hinder the full academic potential of students.

Root Cause: Families need continued guidance on attendance expectations and available school resources.

Student Learning

Student Learning Summary

During the current school year, our instructional approach is bolstered by the use of district curriculum tools, which provide a structured framework for delivering content effectively. In addition, we have implemented small-group interventions and expanded tutoring opportunities to ensure that all students receive the personalized support they need to succeed. These strategies are designed to address diverse learning needs and promote academic growth across our student body.

Professional Learning Communities (PLCs) remain a cornerstone of our instructional planning process. Through collaborative efforts, teachers are able to share best practices, analyze student data, and develop strategies to enhance learning outcomes. Furthermore, our Multi-Tiered System of Supports (MTSS) structures are in place to offer targeted intervention support for students requiring additional guidance, ensuring that no student falls behind.

Our TEA Campus Accountability Rating for the 2025 school year was a 79 (C), a slight increase from the 2024 school year's rating of a 73 (C). According to recent MAP data, 64% of Manuel Jara ES math students and 62% of Manuel Jara ES reading students are projected to be academically prepared for the State of Texas Assessments of Academic Readiness.

Fall 2025			Winter 2026	
Kindergarten	**Reading**	**Math**	**Reading**	**Math**
	138	**140**	**150**	**154**
1st	**Reading**	**Math**	**Reading**	**Math**
	154	**161**	**161**	**169**
2nd	**Reading**	**Math**	**Reading**	**Math**
	176	**171**	**181**	**182**
3rd	**Reading**	**Math**	**Reading**	**Math**
	181	**186**	**189**	**196**

Fall 2025			Winter 2026	
4th	Reading	Math	Reading	Math
	190	193	197	205
5th	Reading	Math	Reading	Math
	197	206	205	217

Fall 2025			Winter 2026	
All Students	Reading	Math	Reading	Math
	180	183	188	194
EB	Reading	Math	Reading	Math
	182	186	191	199
Title 1	Reading	Math	Reading	Math
	179	182	188	193
SpEd	Reading	Math	Reading	Math
	175	181	180	188

Student Learning Strengths

1. Tutoring efforts support targeted intervention and enrichment.
2. Strong teacher collaboration centered on student data and instructional planning.
3. Classroom environments promote consistency, academic engagement, and structured intervention.
4. Increased use of assessment tools for tracking student progress and adjusting instruction.
5. Students continue to demonstrate projected growth aligned with district expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2025 RLA STAAR Assessment, only 44% of students in grades 3-5 met or exceeded the Meets standard.
Root Cause: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Problem Statement 2 (Prioritized): On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard.
Root Cause: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

School Processes & Programs

School Processes & Programs Summary

At Manuel Jara, we prioritize enhancing our educational effectiveness by implementing a comprehensive approach that includes robust professional development for our teachers. This ensures that our educators are well-equipped to address and meet the diverse needs of our student body, fostering an inclusive and supportive learning environment for all.

We recognize the importance of engaging students beyond the traditional classroom setting, which is why we offer a variety of enrichment opportunities. These include after-school clubs and academic competitions, designed to stimulate students' interests and encourage them to explore new areas of learning, thereby broadening their educational experience.

Our commitment to data-driven instruction is a cornerstone of our teaching strategy. By analyzing student performance data, we are able to tailor our teaching methods to better suit the individual needs of our students. This approach is further supported by our Professional Learning Communities (PLCs), which empower teachers to collaborate on lesson planning and share best practices, fostering a culture of continuous improvement and professional growth.

Incorporating technology into both student learning and instructional methods is another key aspect of our educational strategy. By doing so, we enhance student engagement and accessibility, ensuring that our students are well-prepared for the digital world and can benefit from innovative learning tools and resources.

Finally, our Multi-Tiered Support System (MTSS) is designed to provide targeted assistance to students who are struggling, ensuring that every learner receives the support they need to succeed. This system allows us to address the unique challenges faced by each student, promoting academic success and personal growth for all members of our school community.

School Processes & Programs Strengths

1. Intentional PLC structures supporting consistent collaboration.
2. Expanded extracurricular and enrichment opportunities for students.
3. Continued investment in professional learning tied to curriculum, technology, and instructional design.
4. Strong commitment to datadriven decisionmaking.
5. Improved MTSS processes supporting Tier 2 and Tier 3 student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): For the 2025-2026 school year, improvements were made to the MTSS process; however, we need tighter systems to improve timely and

effective early intervention for students who may require evaluation.
Root Cause: Although a more structured MTSS tracking system has been implemented, consistent use and full staff understanding of documentation procedures are still developing.

Problem Statement 2 (Prioritized): During the 2025-2026 school year, teachers have expressed ongoing concerns about a perceived lack of consequences for student behavior.
Root Cause: The district's restorative and instructional-focused discipline policies are not fully understood or consistently implemented across the campus.

Perceptions

Perceptions Summary

At Manuel Jara Elementary, we are committed to fostering strong partnerships with our families and the broader community. We actively seek out opportunities to engage with them, understanding that their involvement is crucial to the success of our students. We value the time our students spend on campus and emphasize the importance of regular attendance and punctuality. By communicating these expectations clearly to families, we aim to ensure that students are present and ready to learn every day. Our school has a rich history of positive relationships with parents and the community, with many parents having fond memories of their own time at Manuel Jara Elementary.

Our dedication to excellence is reflected in our focus on maintaining a highly skilled staff and implementing a curriculum that is centered around the needs of our students. We strive to instill values such as honesty, integrity, and strong character in our students, while also empowering the community to thrive. By prioritizing student attendance and educating parents about the importance of their involvement, we work to create an environment where every student can succeed. Our teachers and staff are respected professionals within the community, and we are proud of the role they play in shaping the future of our students.

Perceptions Strengths

- We will continue strengthening family engagement and volunteer involvement to deepen partnerships that support student success.
- Our campus remains committed to creating a rewarding and enriching school experience for every student, every day.
- Our Family Engagement Specialist will continue coordinating events and initiatives that foster meaningful parent participation and support family learning.
- The school counselor will provide ongoing resources, guidance, and support to help students and families navigate academic and social-emotional needs.
- We strive to maintain an inviting, supportive, and inclusive campus culture where students, families, and staff feel welcomed and connected.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families who work long hours or multiple jobs are difficult to reach, especially since not all parents are connected to ClassDojo and event times are not always convenient.
Root Cause: Events concentrated in a single time window; limited hybrid/virtual options; no rotating schedule; limited weekend/evening offerings.

Problem Statement 2 (Prioritized): Parental engagement and participation in educational school sponsored activities is lacking attendance.
Root Cause: This indicates an opportunity to integrate academic content into high-interest formats that appeal to families.

Priority Problem Statements

Problem Statement 1: For the 2025-2026 school year, 19% of students were chronically absent.

Root Cause 1: Families need additional resources to internalize the importance of education.

Problem Statement 1 Areas: Demographics

Problem Statement 2: For the 2025-2026 school year, improvements were made to the MTSS process; however, we need tighter systems to improve timely and effective early intervention for students who may require evaluation.

Root Cause 2: Although a more structured MTSS tracking system has been implemented, consistent use and full staff understanding of documentation procedures are still developing.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: During the 2025-2026 school year, teachers have expressed ongoing concerns about a perceived lack of consequences for student behavior.

Root Cause 3: The district's restorative and instructional-focused discipline policies are not fully understood or consistently implemented across the campus.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Families who work long hours or multiple jobs are difficult to reach, especially since not all parents are connected to ClassDojo and event times are not always convenient.

Root Cause 4: Events concentrated in a single time window; limited hybrid/virtual options; no rotating schedule; limited weekend/evening offerings.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parental engagement and participation in educational school sponsored activities is lacking attendance.

Root Cause 5: This indicates an opportunity to integrate academic content into high-interest formats that appeal to families.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: On the 2025 RLA STAAR Assessment, only 44% of students in grades 3-5 met or exceeded the Meets standard.

Root Cause 6: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard.

Root Cause 7: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: For the 2025-2026 school year, the student daily attendance is at 94.02% which hinder the full academic potential of students.

Root Cause 8: Families need continued guidance on attendance expectations and available school resources.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Foster Care data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 46%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 37% to 41% by June 2027.
Increase the performance of Economically Disadvantaged students from 59% to 63% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Tier 1 ELAR instruction through consistent implementation and analysis of daily demonstrations of learning within structured PLCs to ensure instructional decisions are driven by real-time mastery data and aligned to grade-level standards.

This strategy aligns to Pillar 1: Excellent Academic Performance for All Students by ensuring strong core instruction, consistent use of data, and targeted small-group support to drive measurable gains in student achievement.

This strategy also aligns to Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring aligned instruction, consistent demonstrations of learning, and structured PLC collaboration to reduce variability and increase mastery of grade-level standards.

Strategy's Expected Result/Impact: Consistent implementation of high-quality, standards-aligned instruction, coupled with the systematic use of real-time student data, will result in measurable gains in student achievement. Students will demonstrate increased mastery of grade-level standards, with improved outcomes on six-weeks assessments, benchmarks, and STAAR, reflecting a reduction in instructional variability across classrooms.

Staff Responsible for Monitoring: Leadership Team and Grade-Level Teams

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a campus-wide demonstration of learning protocol aligned to daily ELAR learning objectives to monitor student mastery in real time. Success Indicator: At least 90% of classrooms will consistently implement demonstrations of learning, as measured through weekly walkthroughs and PLC reviews, resulting in improved student mastery data during each six-week assessment cycle. **Intended Audience:** ELAR Teachers (Grades K-5) **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Grade-Level Team Leads, Teachers **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Literacy Depaertment **Delivery Method:** In Person **Funding Sources:** Bilingual Teacher Assistant - Title I (211) - 211-11-6129-501-114-30-114-101000 - $26,894, Instructional Data & Demonstrations of Learning Materials/Tier 1 Instructional Resources (ELAR/Math)/Small Group & Intervention Materials PLC & Data Analysis Materials - Title I (211) - 211-11-6399-501-114-30-114-101000 - $22,000, Tutoring - Title I (211) - 211-11-6116-501-114-30-114-101000 - $6,300, Tutoring Fringe - Title I (211) - 211-XX-614X-501-114-30-114-101000 - $1,200, Bilingual Teacher Assistant Fringe - Title I (211) - 211-XX-614X-501-114-30-114-101000 - $4,841			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Facilitate weekly PLC meetings focused on analysis of demonstrations of learning, identification of student misconceptions, and planning for targeted re-teach and small-group instruction. Success Indicator: PLC documentation will reflect 100% participation, use of student data, and aligned instructional adjustments, resulting in increased student mastery during each six-week cycle. **Intended Audience:** Grade-Level PLC Teams **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Literacy Department **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the 2025 RLA STAAR Assessment, only 44% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 46%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 54% to 59% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 77% to 82% by June 2027.
Increase the performance of Economically Disadvantaged students from 43% to 47% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Utilize MAP Growth Reading data (English and Spanish) to identify students in need of Tier 2 support and provide targeted early literacy interventions in grades K-3.

This strategy aligns to Pillar 1: Excellent Academic Performance for All Students by using data-driven identification of student needs and differentiated intervention support to accelerate literacy outcomes.

This strategy also supports Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring targeted interventions aligned to student skill gaps and grade-level expectations.

Strategy's Expected Result/Impact: Targeted, data-driven literacy interventions will accelerate early reading development, ensuring students build a strong academic foundation and meet grade-level expectations. Students will demonstrate measurable growth in literacy, reducing achievement gaps and increasing long-term academic readiness.

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Analyze MAP Growth Reading data after each testing window to identify students requiring Tier 2 and Tier 3 literacy support. Success Indicator: 100% of identified students will be placed in targeted intervention groups within two weeks of each MAP administration, resulting in increased percentages of students meeting projected growth targets. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Literacy Department MTSS Department **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted small-group literacy intervention aligned to identified skill deficits and monitor progress every six weeks. Success Indicator: Students receiving intervention will demonstrate measurable progress each six-week cycle, with at least 70% meeting targeted growth expectations on progress monitoring assessments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Literacy Department MTSS Department **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 46%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 72% to 77% by June 2027.
Increase the performance of Economically Disadvantaged students from 74% to 79% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen MTSS systems to ensure timely identification, documentation, and intervention for students requiring academic or behavioral support.

This strategy aligns to Pillar 4: Excellent Service to Students, Families, and Staff by strengthening systems, ensuring clarity, consistency, and accountability in intervention processes that support student success.

This strategy also supports Pillar 1: Excellent Academic Performance for All Students by ensuring students receive timely and effective interventions that accelerate learning and prevent gaps from widening.

Strategy's Expected Result/Impact: Students will receive earlier and more effective interventions, reducing referrals based on incomplete documentation.

Staff Responsible for Monitoring: Leadership Team

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish and maintain a campus-wide MTSS tracking system to monitor student interventions, progress, and timelines for support. Success Indicator: 100% of students receiving intervention will have complete and up-to-date documentation, ensuring timely and effective support aligned to student needs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** MTSS **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2025-2026 school year, improvements were made to the MTSS process; however, we need tighter systems to improve timely and effective early intervention for students who may require evaluation. **Root Cause**: Although a more structured MTSS tracking system has been implemented, consistent use and full staff understanding of documentation procedures are still developing.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 46%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 90% to 95% by June 2027.
Increase the performance of Economically Disadvantaged students from 76% to 82% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Math Tier 1 instruction by implementing consistent, TEKS-aligned demonstrations of learning and structured PLC data analysis to monitor conceptual understanding and guide timely instructional adjustments.

This strategy aligns to Pillar 1: Excellent Academic Performance for All Students by utilizing data from demonstrations of learning to monitor student progress and drive instructional adjustments that improve outcomes.

This strategy also aligns to Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring consistent, TEKS-aligned instruction, use of high-quality materials, and structured PLC collaboration to strengthen conceptual understanding.

Strategy's Expected Result/Impact: Consistent implementation of high-quality, TEKS-aligned instruction and real-time monitoring of student understanding will result in improved conceptual mastery in mathematics. Students will demonstrate measurable academic gains, reduced learning gaps, and increased performance on benchmarks and STAAR through aligned instructional practices.

Staff Responsible for Monitoring: Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily math demonstration of learning aligned to TEKS and lesson objectives to monitor student understanding. Success Indicator: At least 90% of classrooms will consistently implement math demonstrations of learning, resulting in a 5-10% increase in students demonstrating mastery on six-week assessments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use PLC meetings to analyze demonstration of learning data, identify student misconceptions, and plan targeted re-teach and intervention strategies. Success Indicator: 100% of PLC teams will implement data-driven instructional adjustments, resulting in increased student performance on six-week assessments and benchmarks. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department MTSS Department **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 46%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 73% to 78% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 63% to 68% by June 2027.
Increase the performance of Economically Disadvantaged students from 60% to 65% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Use MAP Growth Math data to identify students needing additional support and provide targeted interventions in grades K-3.

This strategy supports Pillar 1: Excellent Academic Performance for All Students by identifying and addressing gaps in early numeracy through targeted, data-driven interventions.

This strategy aligns to Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring instruction is responsive to student performance and aligned to grade-level standards.

Strategy's Expected Result/Impact: Data-driven math interventions will strengthen early numeracy skills and ensure students are prepared for the rigor of grade-level content. Students will demonstrate increased readiness, improved problem-solving skills, and measurable growth aligned to district performance expectations.

Staff Responsible for Monitoring: Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Review MAP Growth Math results after each administration to identify students requiring targeted intervention and adjust instructional groups accordingly. Success Indicator: 100% of identified students will receive targeted intervention aligned to their skill needs, resulting in increased percentages of students meeting projected growth targets by each assessment cycle. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department MTSS Department **Delivery Method:** In Person **Funding Sources:** Instructional Data & Demonstrations of Learning Materials/Tier 1 Instructional Resources (ELAR/Math)/Small Group & Intervention Materials PLC & Data Analysis Materials - Title I (211) - 211-11-6399-501-114-30-114-101000 - $15,562			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 46%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 42% to 47% by June 2027.
Increase the performance of Economically Disadvantaged students from 44% to 49% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen MTSS systems to ensure timely identification, documentation, and intervention for students requiring academic or behavioral support.

This strategy aligns to Pillar 4: Excellent Service to Students, Families, and Staff by strengthening systems, ensuring clarity, consistency, and accountability in intervention processes that support student success.

This strategy also supports Pillar 1: Excellent Academic Performance for All Students by ensuring students receive timely and effective interventions that accelerate learning and prevent gaps from widening.

Strategy's Expected Result/Impact: Strengthened MTSS systems will result in timely, consistent, and effective intervention processes, ensuring students receive appropriate support aligned to their needs. Improved system implementation will increase operational efficiency, reduce delays in intervention, and contribute to improved academic and behavioral outcomes for all students.

Staff Responsible for Monitoring: Leadership Team

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide campus-wide training on MTSS expectations, documentation procedures, and timelines to ensure consistent implementation. Success Indicator: 100% of staff will demonstrate accurate MTSS documentation and implementation, resulting in improved consistency and effectiveness of interventions. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** MTSS Department **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct MTSS review meetings every six weeks to monitor student progress, ensure fidelity of interventions, and determine next steps. Success Indicator: 100% of identified students will have documented interventions and progress monitoring data, resulting in improved academic and behavioral outcomes. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** MTSS Department **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2025-2026 school year, improvements were made to the MTSS process; however, we need tighter systems to improve timely and effective early intervention for students who may require evaluation. **Root Cause**: Although a more structured MTSS tracking system has been implemented, consistent use and full staff understanding of documentation procedures are still developing.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 77% to 82% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 39% to 44% by June 2027.
Increase the performance of Economically Disadvantaged students from 72% to 76% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen instructional coherence and reduce variability across classrooms by ensuring consistent implementation of high-quality Tier 1 instruction, aligned assessments, and data-driven instructional adjustments in ELAR and Math across Grades 3-5.

This strategy aligns to Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by reducing variability across classrooms through aligned instruction, consistent pacing, and standards-based assessments that support mastery.

This strategy also supports Pillar 1: Excellent Academic Performance for All Students by ensuring all students receive rigorous, grade-level instruction that leads to measurable gains in literacy and math achievement.

Additionally, this work aligns to Pillar 3: Excellent Talent, Incentivized to Empower Students by building teacher capacity through structured PLCs, monitoring, and shared accountability for student results.

Strategy's Expected Result/Impact: Increased instructional coherence and consistent implementation of high-quality instruction will reduce variability across classrooms and result in measurable gains in student mastery of grade-level standards. This will lead to improved benchmark performance and overall accountability outcomes aligned to district goals.

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish and monitor non-negotiable instructional expectations including lesson internalization, TEKS alignment, and consistent demonstrations of learning. Success Indicator: 90-100% of classrooms will demonstrate alignment to instructional expectations, resulting in increased student mastery across six-week and benchmark assessments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Literacy Department Math Department Accountability Department MTSS Department **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Analyze benchmark and six-week assessment data to identify priority standards and student groups requiring accelerated support and targeted re-teach. Success Indicator: Each data cycle will result in targeted instructional adjustments and a 5-10% increase in students meeting grade-level expectations. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department Literacy Department Accountability Department **Delivery Method:** In Person			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Monitor instructional fidelity through regular classroom walkthroughs focused on alignment to curriculum, demonstration of learning usage, and evidence of instructional adjustments. Success Indicator: Walkthrough data will reflect increased implementation of instructional best practices, resulting in improved student performance across assessment cycles. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department Literacy Department Accountability Department **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the 2025 RLA STAAR Assessment, only 44% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.
Problem Statement 2: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 47% to 52% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 4% to 40% by June 2027.
Increase the performance of Economically Disadvantaged students from 42% to 47% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Grade 3-5 Math instruction by reducing instructional variability through consistent implementation of aligned curriculum, frequent demonstrations of learning, and structured PLC data analysis to improve student mastery of grade-level TEKS.

This strategy aligns to Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring consistent implementation of aligned math instruction, demonstrations of learning, and PLC-driven data cycles.

This strategy also supports Pillar 1: Excellent Academic Performance for All Students by improving student mastery of grade-level standards and increasing performance on benchmark and STAAR assessments.

Strategy's Expected Result/Impact: Strengthened alignment of curriculum, instruction, and assessment in mathematics will result in increased student mastery of TEKS and improved academic outcomes. Students will demonstrate measurable gains in performance on benchmarks and STAAR, reflecting consistent and effective instructional practices across classrooms.

Staff Responsible for Monitoring: Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Conduct structured PLC data reviews following each Math benchmark administration to plan re-teach cycles, adjust pacing, and align small-group instruction to demonstrated student need. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department **Delivery Method:** In Person	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Monitor fidelity of Math instruction through regular classroom walkthroughs focused on TEKS alignment, use of demonstrations of learning, and evidence of instructional adjustments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math Department **Delivery Method:** In Person	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: On the 2025 Math STAAR, only 34% of students in grades 3-5 met or exceeded the Meets standard. **Root Cause**: Inconsistent tracking and analysis of exit ticket data leading to misaligned and ineffective targeted interventions.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 19% to 9%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 19% to 14% by June 2027.
Decrease the number and percentage of Economically Disadvantaged students from 19% to 14% by June 2027.

Strategy 1: Implement a tiered attendance intervention system that combines regular attendance monitoring, targeted family outreach, and the Ron Clark Academy House System as a positive, campus-wide incentive model to reduce chronic absenteeism and increase student engagement and instructional access.

This strategy aligns to Pillar 5: Excellent Service to Students, Families, and Staff by strengthening family engagement, increasing communication, and creating a positive, supportive environment that promotes consistent attendance.

This strategy also supports Pillar 1: Excellent Academic Performance for All Students by increasing student attendance, which directly increases access to high-quality instruction and improves academic outcomes.

Strategy's Expected Result/Impact: Implementation of a comprehensive attendance system combined with targeted family engagement and campus-wide incentives will result in increased student attendance and engagement. Improved attendance rates will increase access to high-quality instruction, leading to stronger academic performance and a more positive student experience.

Staff Responsible for Monitoring: Leadership Team, Attendance Clerk, Family Engagement Specialist

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
Action Step 1: Track attendance daily and review data every six weeks to identify students requiring intervention and conduct attendance conferences.	Formative		
	Nov	Jan	Mar
Success Indicator: Each six-week cycle will result in a 2-3% reduction in chronic absenteeism and increased overall attendance rates. **Intended Audience:** Targeted Families **Provider / Presenter / Person Responsible:** Family Engagement Specialist, Counselor, Attendance Clerk **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Attendance **Delivery Method:** In Person **Funding Sources:** Family Museum Night - Family Engagement (211) - 211-61-6299-503-114-30-114-101000 - $950, Family Engagement Specialist Overtime for After Hours Family Events - Family Engagement (211) - 211-61-6121-503-114-30-114-101000 - $1,566, Family Engagement Specialist Overtime for After Hours Family Events-Fringe - Family Engagement (211) - 211-61-614X-503-114-30-114-101000 - $282			

Action Step 2 Details	Formative Reviews		
Action Step 2: Leverage the Ron Clark Academy House System to incentivize attendance through recognition, competitions, and student engagement strategies.	Formative		
	Nov	Jan	Mar
Success Indicator: Increased student participation in House System activities will correlate with improved attendance trends and reduced absenteeism. **Intended Audience:** All Students, Staff, and Families **Provider / Presenter / Person Responsible:** Leadership Team RCA House Leads **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Ron Clark System PD **Delivery Method:** In Person **Funding Sources:** Trophies and Incentives - Title I (211) - 211-11-6499-501-114-30-114-101000 - $500			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Recognize and celebrate attendance improvements through campus-wide events, incentives, and House System competitions. Success Indicator: Increased recognition participation will result in improved student engagement and sustained attendance improvements across cycles. **Intended Audience:** All Students and Staff **Provider / Presenter / Person Responsible:** Leadership Team RCA House Leads **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Ron Clark PD **Delivery Method:** In Person **Funding Sources:** - Title I (211) - 211-61-6399-503-114-30-114-101000 - $34,642			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For the 2025-2026 school year, 19% of students were chronically absent. **Root Cause**: Families need additional resources to internalize the importance of education.
Problem Statement 2: For the 2025-2026 school year, the student daily attendance is at 94.02% which hinder the full academic potential of students. **Root Cause**: Families need continued guidance on attendance expectations and available school resources.
School Processes & Programs
Problem Statement 2: During the 2025-2026 school year, teachers have expressed ongoing concerns about a perceived lack of consequences for student behavior. **Root Cause**: The district's restorative and instructional-focused discipline policies are not fully understood or consistently implemented across the campus.
Perceptions
Problem Statement 1: Families who work long hours or multiple jobs are difficult to reach, especially since not all parents are connected to ClassDojo and event times are not always convenient. **Root Cause**: Events concentrated in a single time window; limited hybrid/virtual options; no rotating schedule; limited weekend/evening offerings.
Problem Statement 2: Parental engagement and participation in educational school sponsored activities is lacking attendance. **Root Cause**: This indicates an opportunity to integrate academic content into high-interest formats that appeal to families.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	2	1	Utilize MAP Growth Reading data (English and Spanish) to identify students in need of Tier 2 support and provide targeted early literacy interventions in grades K-3. This strategy aligns to Pillar 1: Excellent Academic Performance for All Students by using data-driven identification of student needs and differentiated intervention support to accelerate literacy outcomes. This strategy also supports Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum by ensuring targeted interventions aligned to student skill gaps and grade-level expectations.	

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Instructional Data & Demonstrations of Learning Materials/Tier 1 Instructional Resources (ELAR/Math)/ Small Group & Intervention Materials PLC & Data Analysis Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-114-30-114-101000	$22,000.00
1	1	1	1	Tutoring Fringe	Fringe	211-XX-614X-501-114-30-114-101000	$1,200.00
1	1	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-114-30-114-101000	$6,300.00
1	1	1	1	Bilingual Teacher Assistant	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-114-30-114-101000	$26,894.00
1	1	1	1	Bilingual Teacher Assistant Fringe	Fringe	211-XX-614X-501-114-30-114-101000	$4,841.00
2	2	1	1	Instructional Data & Demonstrations of Learning Materials/Tier 1 Instructional Resources (ELAR/Math)/ Small Group & Intervention Materials PLC & Data Analysis Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-114-30-114-101000	$15,562.00
4	1	1	2	Trophies and Incentives	Instruction | Misc Operating Costs (11-6499)	211-11-6499-501-114-30-114-101000	$500.00
4	1	1	3		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-114-30-114-101000	$34,642.00
						Sub-Total	$111,939.00
						Budgeted Fund Source Amount	$111,939.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Museum Night	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-114-30-114-101000	$950.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Engagement Specialist Overtime for After Hours Family Events	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-114-30-114-101000	$1,566.00
4	1	1	1	Family Engagement Specialist Overtime for After Hours Family Events-Fringe	Fringe	211-61-614X-503-114-30-114-101000	$282.00
						Sub-Total	$2,798.00
						Budgeted Fund Source Amount	$2,798.00
						+/- Difference	$0.00
						Grand Total Budgeted	$114,737.00
						Grand Total Spent	$114,737.00
						+/- Difference	$0.00