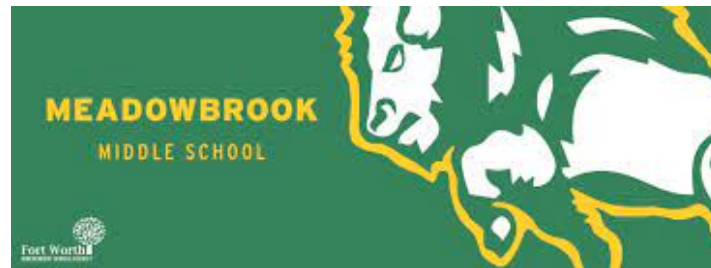


Fort Worth Independent School District

052 Meadowbrook Middle School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

We strive to spark in ALL students a commitment to respect one another, challenge themselves academically, and pursue personal excellence in a safe, supportive, and nurturing environment.

Vision

Meadowbrook Middle School aims to improve our world by empowering students to prepare for the future, participate as leaders in their community, and embrace life-long learning.

Core Beliefs

L.E.A.D

Leadership

Excellence

Academic growth

Determination

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Comprehensive Needs Assessment

Revised/Approved: September 22, 2023

Demographics

Demographics Summary

Meadowbrook Middle School is nestled in an historic neighborhood that first opened its doors in the fall of 1936 by Principal John C. Roberson. The student body welcomed 200 students who chose the beautiful school colors of green and gold with the iconic Buffalo as the mascot. This pride-driven campus, known as Buffalo Country, is located in the east Fort Worth neighborhood of Meadowbrook. The school sits north of Meadowbrook Drive, east of Tierney Road, south off East Rosedale, and west of Oakland Boulevard.

Student enrollment at Meadowbrook Middle School increased during the 2022-2023 school year. Currently, we have 764 students enrolled at Meadowbrook Middle School for the 2023-2024 school year. Our demographics are as follows: 60% Hispanic/Latino students, 34% African American, 3.4% Caucasian, 1.9% Two or More Races, and .2% Asian students. 14% of our population at Meadowbrook Middle School is receiving special education services and 43.3% of our population are Emergent Bilinguals. In an effort to meet optimal teacher-student ratios and to accommodate continued student growth, the master schedule has been completed with 100% of students scheduled for the upcoming school year. 44% of our students are chronically absent at Meadowbrook Middle School.

Meadowbrook Middle School has 2 guidance counselors, 2 assistant principals, 1 intervention specialist, 1 MHMR Navigator, 1 Family Communications Liaison and 2 Instructional Coaches to support both students and teachers at school. There is a high-priority with maintaining and employing a highly-qualified and talented staff. For the 2023-2024 school year, we had a 31% teacher turnover rate. All teachers hired are expected to be life-long learners, dedicated to growth in their profession and committed to academic excellence beginning with planning, coaching and professional learning. All administrators are expected to be instructional leaders on campus and dedicated to the growth of the teachers on their case load. To assist with teacher retention we have created a Teacher Academy on campus where all new teachers will have a teacher mentor and meet up twice monthly for support.

Demographics Strengths

Meadowbrook Middle School exudes an extensive sense of campus pride that permeates every corner of the campus. This campus fosters a robust and compassionate community among its esteemed faculty and staff. The leadership team demonstrates unwavering commitment by providing dedicated support to educators through the implementation of a comprehensive New Teacher Academy. This initiative encompasses a diverse range of activities designed to fortify teacher support and professional development throughout the entirety of the academic school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on T-TESS walkthrough data from the 2022-2023 school year, 1 out of 7 Math teachers demonstrated proficiency in Domain 2: Instruction. **Root Cause:** Lack of effective Tier 1 instruction. Lack of effective feedback and observation.

Problem Statement 2: Out of 36 teachers, 13 teachers are new to Meadowbrook Middle School for the 2023-2024 school year. **Root Cause:** Lack of school wide systems and support for teachers and support staff.

Student Learning

Student Learning Summary

Based on the 2022-2023 End of Year MAP Math Data, 6th and 8th grade students did not meet their projected growth target. 7th grade students met their projected growth.

6th Grade projected RIT growth was 8.2%. We ended the year with 5% growth.

7th Grade projected RIT growth was 6.5%. We ended the year with 7% growth.

8th Grade projected RIT growth was 5.6%. We ended the year with 4% growth.

Based on the 2022-2023 End of year MAP Reading Data, 6th - 8th grade students did not meet their projected growth target.

6th Grade projected RIT growth was 6.5%. We ended the year with 3% growth.

7th Grade projected RIT growth was 5.2%. We ended the year with 5% growth.

8th Grade projected RIT growth was 4.6%. We ended the year with 4% growth.

When analyzing the MAP data, our Emergent Bilingual students did not grow in both Math and ELA. Our Emergent Bilingual population makes up about 44% of the student population.

Student Learning Strengths

Looking at the End of Year MAP Math assessment for the academic school year 2022-2023, it is noteworthy that 7th grade students achieved their anticipated growth rate by a margin of 0.5%. Throughout the school year, students will be given the opportunity to establish an End of Year goal and using their individual data sheets as a tool for monitoring and assessing their own progress and accomplishments. Our campus has committed to supporting and upholding high levels of student academic success through structured PLCs that allow teachers to internalize, develop and deliver effective Tier 1 instruction to all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There are students in all grade levels who showed little to no growth and even regression in reading and math, as measured by MAP. **Root Cause:** Lack of effective Tier 1 instruction and standards alignment during classroom instruction.

Problem Statement 2 (Prioritized): Our emergent bilingual population had little to no growth in math and reading, as measured by MAP. **Root Cause:** There isn't a consistent system of observation and feedback for teachers.

School Processes & Programs

School Processes & Programs Summary

At Meadowbrook Middle School, teachers plan collaboratively using the Meadowbrook Facilitator's Guide, curriculum framework, lesson structure guide, and literacy framework. Lesson plans include clear learning targets, higher level questions, activities to the rigor of the TEKS, and differentiation based on the needs of individual students. CORE teachers in Math and ELA are provided a PLC during the school day to collaborate with one another, instructional coach, and administrator. There is a PLC structure to ensure that the following take place in PLC: Common lesson planning, creating and collaborating on a Teacher Exemplar, Professional development based on trends, Weekly Data Meeting to analyze student work, benchmark and/or MAP assessments, and teachers have the opportunity to provide one another feedback on the lesson plan and practice delivering a portion of the lesson each week. Science and Social Students departments have the opportunity to have a PLC bi-weekly afterschool as there isn't any room in the master schedule to have it during the day.

Students that were not successful on MAP Math and ELA are offered structured literacy and enhanced math to provide extra minutes during the school day for students to grow in both subject areas.

Each week on Friday's, the Buffalo Bulletin is sent to the staff that highlights staff, gives the instructional focus for the upcoming week, reminders and deliverables needed.

School Processes & Programs Strengths

Instructional Leadership Team (teachers, instructional coach, administration) meet bi-weekly to discuss data and trends in preparation for professional development for teachers to ensure that effective tier 1 instruction is taking place. There is a system in place for lesson plan submission by teachers and review by the leadership team. The creation of a facilitator's guide was established to assist in providing structure to PLC's to provide optimal planning time and data analysis for teachers. The development and creation of the campus playbook gives support to teachers on our campus wide systems for discipline, attendance and academics that is aligned to support students in academic growth and guided discourse. Our campus has a structured advisory period for students to show growth in their math and literacy skills through Mathia and Lexia.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area. **Root Cause:** As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.

Problem Statement 2: The number of emergent bilingual students demonstrating growth is lower than that of native English -speaking students as seen on the 2022-2023 MAP data. **Root Cause:** Teachers lack the training and resources to effectively target the needs of EB students in all content areas.

Perceptions

Perceptions Summary

Meadowbrook Middle School remains steadfast in its commitment to fostering a supportive educational environment for our students, with a multifaceted approach that encompasses restorative practices, positive interpersonal engagements, mental health provisions, and a strong emphasis on social-emotional learning. Furthermore, we have established a dedicated Student Support Team, which convenes bi-weekly to meticulously evaluate student behavior, attendance, and academic performance. This data-driven approach enables us to tailor comprehensive wrap-around services that cater to the unique needs of our students.

In the academic year 2022-2023, our school reported a total of 346 out-of-school suspensions. To maintain transparency and engage parents in our mission, we maintain a regular communication channel through our Campus Newsletter, that is disseminated every six weeks. This newsletter serves as a vital conduit for updating parents on our campus objectives in attendance, academic excellence, disciplinary matters, community events, and family-oriented initiatives.

Perceptions Strengths

Meadowbrook Middle School is proud to offer a comprehensive array of dedicated personnel who are committed to providing essential social and emotional support services to our students while they are on campus. Our team consists of two highly skilled counselors, one experienced intervention specialist, one MHMR Navigator, and a dedicated Family Communication Liaison. These professionals operate in close collaboration, pooling their expertise to ensure the holistic well-being of our students and their families within our educational community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our analysis of the 2022-2023 discipline data reveals a concerning total of 346 out-of-school suspensions across our campus. **Root Cause:** There is a lack of effective behavior management strategies. Our campus did not consistently apply effectively manage behavior which resulted in recurring disciplinary issues. As well as not effectively managing the discipline data to identify trends and intervene early.

Problem Statement 2 (Prioritized): We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. **Root Cause:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

Priority Problem Statements

Problem Statement 1: Based on T-TESS walkthrough data from the 2022-2023 school year, 1 out of 7 Math teachers demonstrated proficiency in Domain 2: Instruction.

Root Cause 1: Lack of effective Tier 1 instruction. Lack of effective feedback and observation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our emergent bilingual population had little to no growth in math and reading, as measured by MAP.

Root Cause 2: There isn't a consistent system of observation and feedback for teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area.

Root Cause 3: As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement.

Root Cause 4: Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who score at meets grade level or above on STAAR Reading from 20% to 30% by June of 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 21% by June of 2024.

High Priority

Evaluation Data Sources: NWEA MAP, District Benchmarks and STAAR

Strategy 1: Improve the quality of Tier 1 Instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned lesson planning, lesson delivery and performance data.

Strategy's Expected Result/Impact: The expected result or impact of this strategy will increase student achievement and growth in all grade levels.

Staff Responsible for Monitoring: The staff responsible for monitoring the implementation is the Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize a Campus Data Analysts to monitor student progress measure and to provide professional development in PLCs with a focus on student progress monitoring.</p> <p>Intended Audience: Teachers and Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Data Analysts</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: ADQ</p> <p>Delivery Method: The Data Analysts would be responsible for delivery PD in-person during PLCs.</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-052-30-510-000000-24F10 - \$81,190</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Facilitate a comprehensive book study of '38 Great Academic Language Builders' within Professional Learning Communities (PLCs) to enhance the acquisition of academic language skills among our emergent bilingual student population across all academic disciplines on campus.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: The person responsible will be the Administrative Team</p> <p>Date(s) / Timeframe: October 2023 - April 2024</p> <p>Collaborating Departments: Campus Based Instructional Leadership Team</p> <p>Delivery Method: In- Person</p> <p>Funding Sources: 38 Great Academic Language Builders Book Study - Title I (211) - 211-13-6329-04N-052-30-510-000000-24F10 - \$5,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish a structured and targeted framework for Professional Learning Communities (PLCs), guided by a comprehensive Facilitator's Guide. Emphasize that 100% of the English and Social Studies PLCs concentrate their efforts on internalizing lesson plans, rigorous lesson planning, data analysis using the Paul Bambrick method, deliberate practice, and constructive feedback.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Instructional Leadership Team/Administrative Team</p> <p>Delivery Method: In-Person daily</p> <p>Funding Sources: English and Social Studies Department Materials - Title I (211) - 211-11-6399-04N-052-30-510-000000-24F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students by developing a campus-wide system for delivering instruction that explicitly allows the teacher to monitor, adjust, and check for understanding at the level of rigor needed during the instructional process.

Strategy's Expected Result/Impact: The expected results or impact will be an increase in student growth and achievement.

Staff Responsible for Monitoring: Instructional Leadership Team is responsible for monitoring.





Title I:

2.4, 2.6

- **ESF Levers:**

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

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Create and implement an After School and Saturday tutoring program to address gaps in student learning for Math, Reading, Science and Social Studies.</p> <p>Intended Audience: The intended audience for the after school and Saturday tutoring program will be teachers and students.</p> <p>Provider / Presenter / Person Responsible: The instructional leadership team is responsible for monitoring.</p> <p>Date(s) / Timeframe: September 2023 - May 2024.</p> <p>Collaborating Departments: Instructional Leadership Team</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04N-052-30-510-000000-24F10 - \$15,000, - Title I (211) - 211-11-6116-04N-052-30-510-000000-24F10 - \$10,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide Transportation for students participating in after school and Saturday tutoring in Math, Reading, Science and Social Studies.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: The persons responsible are the teachers and Instructional Leadership Team</p> <p>Date(s) / Timeframe: October 2023 - April 2024</p> <p>Collaborating Departments: Campus Content Departments, FWISD Leading and Learning</p> <p>Delivery Method: A bus will be available for students after school Monday - Thursday and on Saturday.</p> <p>Funding Sources: - Title I (211) - 211-11-6412-04N-052-30-510-000000-24F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Develop the capacity of ELA teachers to implement the FWISD Literacy Framework utilizing the Fundamental Five daily using District approved resources (StudySync, SAVVAAS, Lexia and/or ThinkCerca).

Strategy's Expected Result/Impact: Implementing the above strategy will result in improved student literacy skills, enhanced instructional strategies used by teachers, increase in student engagement and teachers improving their ability to assess student progress and provide timely feedback to students, which will lead to student growth of literacy skills.





Staff Responsible for Monitoring: Teachers and Instructional Leadership Team

Title I:

2.4, 2.6

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure implementation of Lexia in all structured literacy classes and advisory, two days a week, and share student usage and unit completion with ELA staff weekly with the goal of students meeting their weekly usage goal and completing at least 2 units.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Content Instructional Coach for ELA and ELA Administrator</p> <p>Date(s) / Timeframe: September 2023 - May 2024</p> <p>Collaborating Departments: FWISD Literacy Department and Campus English Department</p> <p>Delivery Method: In-Person using technology to utilize the Lexia platform</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area. Root Cause: As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.</p>

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 13% to 25% by June of 2024. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 3% to 10% by June of 2024.

High Priority

Evaluation Data Sources: STAAR EOC, MAP Data and District Benchmark.

Strategy 1: Differentiated instruction will be provided to meet the diverse needs of students. Teachers will offer additional support for struggling students through targeted interventions and enrichment for advanced learners.

Strategy's Expected Result/Impact: Increased student achievement at the meets and masters level on English 1 STAAR test.

Staff Responsible for Monitoring: The staff responsible for monitoring will be the English Department Chair and Assistant Principal over the English Department.

Title I:

2.4, 2.5





- **TEA Priorities:**

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

- **ESF Levers:**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Tutoring will be available each week for students taking English 1 to ensure understanding of the standards being taught.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: English 1 Teacher and Assistant Principal</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: FWISD Literacy Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-052-24-273-000000- - \$3,050</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide supplies to CTE teachers that will assist in increasing the meet scores in English. Intended Audience: CTE Teachers and students Provider / Presenter / Person Responsible: CTE Department and Instructional Leadership Team Date(s) / Timeframe: October 2023 - May 2024 Delivery Method: In-Person Funding Sources: - CTE (199 PIC 22) - - \$5,000, - CTE (199 PIC 22) - - \$5,847	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed grade level on STAAR Mathematics from 12% to 25% by June 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 15% by June 2024.

High Priority

Evaluation Data Sources: STAAR, District Benchmark and NWEA MAP.

Strategy 1: Focus on Tier 1 Math instruction using Carnegie Math to focus on the develop component of instruction by utilizing the District FWISD PLC model and Campus PLC structure to increase student growth and achievement.

Strategy's Expected Result/Impact: The expected result will be student achievement and growth.

Staff Responsible for Monitoring: The staff responsible for monitoring implementation will be the Instructional Leadership team.

Title I:

2.5

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Progress monitor to ensure that students are growing. Regularly review math data in PLC meeting to make informed instructional decisions to meet the needs of the students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Math instructional coach and Principal</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: FWISD Math Department and Campus Math PLC</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop a consistent cycle of observation and feedback to math teachers on student learning. 100% of Math teachers will achieve proficient in the T-TESS Dimensions by May 2024. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach and Principal Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Campus Instructional Team Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure the implementation of Mathia in all advisory and enhanced Math classes and share student usage and unit completion with campus staff weekly with the goal of students completing at least 2 work stations. Intended Audience: Teacher Provider / Presenter / Person Responsible: Math Instructional Coach and Principal Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: FWISD Math Department and Math Campus Department Delivery Method: In-Person Funding Sources: - Title I (211) - 211-11-6499-04N-052-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop the capacity of 6-8 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Teachers

Staff Responsible for Monitoring: The staff responsible for monitoring the strategy is the instructional coach and Principal

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure that Math PLC is structured and includes lesson plan internalization, planning, practice and feedback to increase the capacity of Tier 1 instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal and Math Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Campus Math Department and Instructional Leadership Team</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on T-TESS walkthrough data from the 2022-2023 school year, 1 out of 7 Math teachers demonstrated proficiency in Domain 2: Instruction. Root Cause: Lack of effective Tier 1 instruction. Lack of effective feedback and observation.</p>
School Processes & Programs
<p>Problem Statement 1: Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area. Root Cause: As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 17% to 30% by May 2024. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 25% by May 2023.

Evaluation Data Sources: EOC STAAR Data

Strategy 1: Daily Instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessments from the Curriculum Framework.

Strategy's Expected Result/Impact: The expected result will be that teachers are providing effective tier 1 instruction and student growth is evident when looking at data.

Staff Responsible for Monitoring: The staff responsible for monitoring is the Instructional Leadership Team.

Title I:

2.4, 2.5

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide daily observation and feedback and coaching to all teachers focused on standards alignment and curriculum. Intended Audience: Teachers Provider / Presenter / Person Responsible: FWISD Content Coaches and Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024; Daily Collaborating Departments: Campus Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide teachers with instructional materials needed to deliver lessons at the depth and complexity needed for students to meet their math and science goals.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Math Instructional Coach and Principal</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: Campus Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Math and Science Supplies - SCE (199 PIC 24) - 199-11-6399-001-052-24-273-000000- - \$8,255, - Gifted & Talented (199 PIC 21) - - \$1,644</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Based on T-TESS walkthrough data from the 2022-2023 school year, 1 out of 7 Math teachers demonstrated proficiency in Domain 2: Instruction. Root Cause: Lack of effective Tier 1 instruction. Lack of effective feedback and observation.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 20% to 30% by June 2024.

High Priority

Evaluation Data Sources: 2022 -2023 STAAR Performance Data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase rigor in Tier 1 Instruction

Staff Responsible for Monitoring: Instructional Leadership Team, AVID Site Team

Title I:

2.5

- **TEA Priorities:**

Connect high school to career and college





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a college awareness culture by purchasing college pennants to display throughout the AVID classroom and Meadowbrook Middle School campus.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: AVID Teacher and GO Center Specialist</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: FWISD AVID Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: College Pennants - Title I (211) - 211-11-6399-04N-052-30-510-000000-24F10 - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish a comprehensive campus library equipped with a diverse collection of educational materials to foster a conducive reading environment for students.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: October 2023 - May 2024 Collaborating Departments: FWISD Library Media Services Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-12-6329-04N-052-30-510-000000-24F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area. Root Cause: As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 12% to 20% by June 2024.

High Priority

Evaluation Data Sources: 2022 - 2023 STAAR Performance Data.

Strategy 1: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase AVID student enrollment by 20%.

Staff Responsible for Monitoring: Principal and AVID Coordinator

Title I:

2.5

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Plan and host family first engagement nights with a FOCUS on College, Career and Military Readiness.</p> <p>Intended Audience: Meadowbrook Families</p> <p>Provider / Presenter / Person Responsible: Go Center Specialist, AVID Site Team, Family Communications Specialist and Principals</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: CCMR</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Extra Duty for Teachers - Title I (211) - 211-61-6116-04L-052-30-510-000000-24F10 - \$3,050, College and Career Resources - Title I (211) - 211-61-6399-04L-052-30-510-000000-24F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Create and host a Family Math and Science Night at Meadowbrook Middle School. The Meadowbrook Families will be able to experience school as a place of learning and fun along with getting students excited about math and science which will increase student achievement and growth.</p> <p>Intended Audience: Meadowbrook families and students are the intended audience.</p> <p>Provider / Presenter / Person Responsible: The people responsible are Math and Science teachers, AVID Coordinator, Go Center Personal, Math Instructional coach and Prinicpal.</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: Campus Math Department and FWISD Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Instructional materials for students and teachers, snacks for students and families - Title I (211) - 211-61-6299-04N-052-30-510-000000-24F10 - \$2,000, - Title I (211) - 211-61-6499-04L-052-30-510-000000-24F10 - \$500, - Title I (211) - 211-61-6116-04L-052-30-510-000000-24F10 - \$3,050</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Special Education students will participate in a variety of activities to support their learning in the classroom.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Special Education Department</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - SPED (199 PIC 23) - - \$1,500, - SPED (199 PIC 23) - - \$6,578</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on the Effective Schools Framework Diagnostic that was completed at the end of the 2022-2023 SY, effective instruction is a high leverage focus area. Root Cause: As observed, students were not engaging in discourse, productive struggle and or doing the cognitive lift in 17% of the classrooms in 2022-2023 SY.</p>
Perceptions
<p>Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. Root Cause: Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who are chronically absent (below 90% attendance) from 46% to 25% by June 2024.

High Priority

Evaluation Data Sources: District Cycle Reports and Final Dashboard Results from Unified Insights.

Strategy 1: Align and leverage programs and resources using the Multi-Tiered Systems of Support (MTSS) to improve daily attendance.

Strategy's Expected Result/Impact: The expected result or impact on attendance will be to maintain a 93% attendance rate per grade level each six weeks.

Staff Responsible for Monitoring: Attendance Committee (Attendance Clerk, Administrator, Teachers, Counselor)

Title I:

2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: To ensure that we are reaching our goal of 93% attendance rate at the end of the school year, monthly attendance celebrations will be give for each grade level who meets the 93% attendance rate each cycle.</p> <p>Intended Audience: Grade levels that meet the 93% attendance rate each month (cycle).</p> <p>Provider / Presenter / Person Responsible: Attendance Committee</p> <p>Date(s) / Timeframe: Month - October 2023 - May 2024</p> <p>Collaborating Departments: Instructional Leadership Team, Family Communication Liaison, Stay In School Coordinator</p> <p>Delivery Method: In-Person monthly on campus</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04N-052-30-510-000000-24F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. **Root Cause:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 385 to 190 by May 2024 which will result in a 50% decrease.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 64% to 50% by May 2024.

High Priority

Evaluation Data Sources: Campus Discipline Data

Strategy 1: To ensure that we are reaching our goal of 50% decrease in discipline, we will proactively improve relationships among students and staff through advisory period. Advisory teachers, on Friday, will check-in with students through a variety of ways, including but not limited to SEL activities and academic check-in.

Strategy's Expected Result/Impact: This strategy will result in increased positive relationship between student and teacher.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Create an advisory calendar that teachers can follow to ensure that SEL and academic check-in are happening every Friday. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: October 2023 - May 2024 Collaborating Departments: Campus Leadership Team and Counseling Department Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. **Root Cause:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 26% to 16% by May 2024

Evaluation Data Sources: FWISD Cycle Reports

Strategy 1: Create a campus wide multi-tiered system for students at Meadowbrook Middle School that will include level 1 &2 behaviors that teachers can identify in their classrooms and document in Branching Minds. Then, our student support team can review the documentation and begin providing services to our students who are consistently being documented for behavior.

Strategy's Expected Result/Impact: A decrease in student behavior and increase in teacher capacity to handle classroom discipline.

Staff Responsible for Monitoring: Campus Leadership Team and Student Support Team

Title I:

2.6, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. Root Cause: Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 0 to 5 by May 2024.

High Priority

Evaluation Data Sources: Fall 2021 Panorama Survey

Strategy 1: We will create and implement Family First Nights throughout the year as an opportunity to bridge the gap between our families, community and school.

Strategy's Expected Result/Impact: Increase parent involvement.

Staff Responsible for Monitoring: Family Communications Specialist and Instructional Leadership Team

Title I:

4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage parents and community members in conversation about our campus goals in the following areas: academic, attendance, and behavior. This will also be an opportunity for parents to see where their child is in relation to your campus goals. Parents will also have the opportunity to build relationships with campus staff by engage in numerous activities through the year.</p> <p>Intended Audience: Parents and community members</p> <p>Provider / Presenter / Person Responsible: Site Based Decision Making Team, Campus Leadership Team, Instructional Leadership Team and Family Communications Liaison.</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: FWISD Parent Partnerships Department, Family Communications Specialist and Campus Based Leadership Teams.</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Snacks - Parent Engagement - 211-61-6499-04L-052-30-510-000000-24F10 - \$3,756, - Title I (211) - 211-61-6399-04L-052-30-510-000000-24F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: To ensure that all stakeholders are represented our special education students and parents will be involved in parent-teacher communication night.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Special Education Department</p> <p>Date(s) / Timeframe: October 2023 - May 2024</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - SPED (199 PIC 23) - - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. Root Cause: Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 5: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

High Priority

Evaluation Data Sources: Fall 2021 Panorama Survey

Strategy 1: Foster collaborative partnerships through our afterschool program, PLC, SBDM, student council and all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase in student support services that are grounded in data to make informed decisions.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide the necessary supplies to support advisory implementation. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers will present the advisory lessons. Date(s) / Timeframe: October 2023 - May 2024 Collaborating Departments: Student Support Services Delivery Method: In-Person Funding Sources: - Title I (211) - 211-11-6399-04N-052-30-510-000000-24F10 - \$7,916.93	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 5 Problem Statements:

Perceptions

Problem Statement 2: We have identified a deficiency in family engagement at Meadowbrook Middle School, indicating that our efforts to involve parents and guardians in the educational process require improvement. **Root Cause:** Limited outreach and communication may hinder our ability to reach and engage with parents and guardians effectively.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Data Analyst	211-13-6119-04N-052-30-510-000000-24F10	\$81,190.00
1	1	1	2	38 Great Academic Language Builders Book Study	Reading materials for professional development	211-13-6329-04N-052-30-510-000000-24F10	\$5,800.00
1	1	1	3	English and Social Studies Department Materials	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-24F10	\$6,000.00
1	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-24F10	\$10,500.00
1	1	2	1		Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-24F10	\$15,000.00
1	1	2	2		Transportation costs for students	211-11-6412-04N-052-30-510-000000-24F10	\$20,000.00
2	1	1	3		Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-24F10	\$500.00
3	1	1	1	College Pennants	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-24F10	\$600.00
3	1	1	2		Reading materials for library use	211-12-6329-04N-052-30-510-000000-24F10	\$6,000.00
3	2	1	1	Extra Duty for Teachers	Extra duty for family engagement activities after hours	211-61-6116-04L-052-30-510-000000-24F10	\$3,050.00
3	2	1	1	College and Career Resources	Supplies and materials for parental involvement	211-61-6399-04L-052-30-510-000000-24F10	\$4,000.00
3	2	1	2	Instructional materials for students and teachers, snacks for students and families	Family Science Night	211-61-6299-04N-052-30-510-000000-24F10	\$2,000.00
3	2	1	2		Snacks for parents to promote participation	211-61-6499-04L-052-30-510-000000-24F10	\$500.00
3	2	1	2		Extra duty for family engagement activities after hours	211-61-6116-04L-052-30-510-000000-24F10	\$3,050.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-24F10	\$10,000.00
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-052-30-510-000000-24F10	\$3,000.00
4	5	1	1		Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-24F10	\$7,916.93
Sub-Total							\$179,106.93
Budgeted Fund Source Amount							\$179,106.93
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-052-24-273-000000-	\$3,050.00
2	2	1	2	Math and Science Supplies	Supplies and materials for instructional use	199-11-6399-001-052-24-273-000000-	\$8,255.00
Sub-Total							\$11,305.00
Budgeted Fund Source Amount							\$11,305.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks	Snacks for Parents to promote participation	211-61-6499-04L-052-30-510-000000-24F10	\$3,756.00
Sub-Total							\$3,756.00
Budgeted Fund Source Amount							\$3,756.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2		SUBS - SUPPORT		\$1,644.00
Sub-Total							\$1,644.00
Budgeted Fund Source Amount							\$1,644.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		TECHNOLOGY < 5,000		\$5,000.00
1	2	1	2		GENERAL SUPPLIES		\$5,847.00
Sub-Total							\$10,847.00
Budgeted Fund Source Amount							\$10,847.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	3		GENERAL SUPPLIES		\$6,578.00
3	2	1	3		INSTRUCTIONAL MATERIALS		\$1,500.00
4	4	1	2		GENERAL SUPPLIES		\$1,000.00
Sub-Total							\$9,078.00
Budgeted Fund Source Amount							\$9,078.00
+/- Difference							\$0.00
Grand Total Budgeted							\$215,736.93
Grand Total Spent							\$215,736.93
+/- Difference							\$0.00