

Fort Worth Independent School District
004 Diamond Hill-Jarvis High School
2022-2023 Campus Improvement Plan



Vision

The DH-J learning community will provide and maintain a consistent and relentless support structure to empower all students to become exemplary critical thinkers in a global setting.

Value Statement

DHJ will welcome all Eagles back to a community-building campus culture. We will set systems for Tier 1 instruction to ensure maximum engagement which includes fun lessons and aggressive monitoring of

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Comprehensive Needs Assessment

Revised/Approved: August 8, 2022

Demographics

Demographics Summary

Diamond Hill-Jarvis High School is a school in [Fort Worth, Texas, United States](#) which serves grades 9 through 12 comprehensive high school. The school is a part of the [Fort Worth Independent School District](#). In 2006, it was placed 95th on [Newsweek](#) magazine's top 1200 high schools list. Diamond Hill-Jarvis High School, which opened in 1904, is one of Fort Worth's best high schools. It is nestled near the Historic Stockyard District of Fort Worth, Texas. We are a Title I campus serving a student body that is 98% low SES, 48% 96% Hispanic.

Led by principal James Garcia, the school is becoming a sports mecca. The campus athletic program includes a men's soccer team that went to state in 2021, the first team to compete in the state championship in the history of the school. Students also participate in tennis, cross country, football, golf, softball, baseball, track, powerlifting, and more.

The school logo is the EAGLE. The school colors are black and red. The school motto is "We ARE Diamond Hill." The students are encouraged daily to remember that "Excellence is not the goal, it is the Eagle standard."

Demographics Strengths

1. 29.41% of the student population enrolled in at least 1 Dual Credit OnRamps or AP course. Increased in enrollment in students taking AP, Dual Credit or OnRamps course.
2. GSPOC enrollment increased in Vet Med, Robotics, Engineering, Architecture in addition to adding more rigorous courses in the area of robotics and engineering.
3. 4 years of continuous improvement in GSPOC. 4 Year Graduation Rate at 91% vs 88% district average
4. We implemented a PTECH program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large percentage of long term EB students are not passing TELPAS. - only 11% instead of 36%. **Root Cause:** Majority of campus teachers are not ESL certified.

Problem Statement 2 (Prioritized): There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Student Learning

Student Learning Summary

Student learning will increase through implamintation of PD offered on campus throughout the year. Student progress will be monitored using formative assessments and data driven decisions in PLCs and lesson planning. Campus/students will receive Tier I instruction through rigorous and thoughtful lesson planning.

Student Learning Strengths

1. Eco Disadvantaged and EL populations (current and monitored) met or were near campus averages in EOC scores (55% All, 55% Eco Dis, 51% EL GL Standard or Above).
2. Reversed achievement gap in Algebra I (69% AA, 59% His, 33% White at GL Standard or Above), (19% AA, 18% His, 17% White at Masters GL).
3. Reversed Achievement gap in US History (63% AA, 80% His, 60% White at GL Standard or Above), (63% AA, 46% His, 20% White at Meets GL Standard orAbov

Problem Statements Identifying Student Learning Needs

Problem Statement 1: At this time, only 27% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. This is a dropped from last year at this time. **Root Cause:** Aligning student courses to achieve CCMR credit

Problem Statement 2: TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes. Edit Associated Areas

School Processes & Programs

School Processes & Programs Summary

Campus has established various committees and teams to support decision-making and professional development. These include Instructional leadership team, attendance/stay in school committee, SST, Freshman success team, SBDC, safety committee team and many student organizations to support student success.

School Processes & Programs Strengths

1. Grade Level RtI system has been effective for high graduation rates. PLC schedule for EOC contents is aligned and common planning is built in to the master schedule.
2. Intervention resources and services for parents and students are established and available for all students and parents.
3. Students like and feel supported through programs such as AVID, Class leaders, and the many cocurricular activities offered at DHJ

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Per student surveys, only 21% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Problem Statement 2: AVID College Preparatory courses enrollment is low (111 students). Needs to be 25% of campus (250 + students). 24% of seniors earned at least 3 Dual Credit hours in ELA or Mathematics. 40% met TSI criteria for ELA college readiness, and 24% met TSI criteria. **Root Cause:** Teachers need to emphasize the importance of upper level courses.

Perceptions

Perceptions Summary

Diamond Hill creates a positive campus culture and academic climate by supporting on-going learning, celebrating success, and supporting teachers and students. Campus supports teacher voice and leadership as well as student voice and expression. Campus utilizes social media outlets and district resources to maintain open and continuous communication among all stakeholders, ie, community, parents, students, and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Per student survey 36% feel they are valued members of the school community. **Root Cause:** Course content needs to be more interactive and engaging. Edit Associated Areas

Problem Statement 2: High turn-over rate lead by teachers not feeling appreciated by district. **Root Cause:** District salary scale, PD offered/available, PD expectations, difficult communication within district, absent coverage (subs not available)

Priority Problem Statements

Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit.

Root Cause 1: Adults need to be more engaging with the students.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

District Goals

Revised/Approved: August 15, 2022

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 9th and 10th students who meet the grade level benchmark in reading on PSAT from 25% to 30% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 20% by May 2023.

Evaluation Data Sources: PSAT

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 25% to 30% by May 2023.

Staff Responsible for Monitoring: Admin team, FSC, instructional coaches

Title I:

2.5

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system cycle of observation and feedback of ELA-R instruction aligned to Bambrick Method, FWISD instructional frameworks, and ELA-R Frameworks and share with staff by Mid-September Intended Audience: ELA-R Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal Collaborating Departments: FWISD ELA-R Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase More Books: Get Better Faster to align campus with the Bambrick Method Intended Audience: Campus Teachers Date(s) / Timeframe: August 2022 - October 2022 Provider / Presenter / Person Responsible: Principal Collaborating Departments: FWISD ELA-R Department Delivery Method: In Person Funding Sources: Purchase of Get Better Faster - Title I (211) - 211-13-6329-04N-004-30-510-000000-23F10 - \$2,000	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 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 25% to 30% by May 2023.

Staff Responsible for Monitoring: Admin team PSSS

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Coaches and Admin Over the Content monitor PLCs w/ proper documentation Intended Audience: All Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Coaches and Administrators Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: New Teacher Pullout - On Campus Staff Development for new teacher to ensure they are on target with Content Curriculum and Goals. Training When needed and Q and A from Admin Teach along with Instructional Coaches</p> <p>Intended Audience: New Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches and Administrators</p> <p>Delivery Method: In Person</p> <p>Funding Sources: New Teacher Development - Title I (211) - 211-11-6112-0PD-004-30-510-000000-23F10 - \$5,000</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>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</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 first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 20% by May 2023.

High Priority

Evaluation Data Sources: STAAR/EOC English I

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through professional development, additional instructional support (tutoring, camps, etc.) needed materials/resources (classroom needs, incentives, school supplies, etc), developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2023.

Staff Responsible for Monitoring: Admin Team ELAR 1 teachers

Title I:

2.4, 2.5, 2.6

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: professional development Intended Audience: Staff Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: AVID; etc. Collaborating Departments: AVID Delivery Method: OFF CAMPUS Development Funding Sources: AVID Summer Institute - Title I (211) - 211-13-6116-04N-004-30-510-000000-23F10 - \$3,000, AVID Summer Institute - Title I (211) - 211-31-6116-04N-004-30-510-000000-23F10 - \$3,000, AVID Summer Institute - Title I (211) - 211-11-6121-0PD-004-30-510-000000-23F10 - \$3,000, Reading materials/resources - Title I (211) - 211-11-6329-04N-004-30-510-000000-23F10 - \$1,500, (classroom needs, incentives, school supplies, etc), - Title I (211) - 211-11-6499-04N-004-30-510-000000-23F10 - \$3,000, (classroom needs, incentives, school supplies, etc), - Title I (211) - 211-11-6399-04N-004-30-510-000000-23F10 - \$8,320	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2023.

Staff Responsible for Monitoring: AdminTeam, ELAR teachers, FSC, instructional coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 3: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2023

Staff Responsible for Monitoring: Admin Team ELAR Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.

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 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023 .

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 20% by May 2023.

High Priority

Evaluation Data Sources: STAAR/EOC English II

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through professional development, additional instructional support (tutoring, camps, etc.) needed materials/resources (classroom needs, incentives, school supplies, etc), developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023.

Staff Responsible for Monitoring: Admin Team ELAR II Teachers, instructional coaches

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: HIRE TITLE 1 TEACHER _ BROWN, AMY Intended Audience: STUDENTS Date(s) / Timeframe: AUG 2022 - JUNE 2023 Provider / Presenter / Person Responsible: PRINCIPAL Collaborating Departments: TITLE I Delivery Method: IN PERSON Funding Sources: TITLE I TEACHER _ BROWN, AMY - Title I (211) - 211-11-6119-04N-004-30-510-000000-23F10 - \$67,283	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 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023.

Staff Responsible for Monitoring: Admin Team ELAR II teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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

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Problem Statements: Demographics 2

Strategy 3: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023.

Staff Responsible for Monitoring: Admin Team ELAR II Teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system cycle of observation and feedback of all instruction aligned to Bambrick Method, FWISD instructional frameworks, and Curriculum Frameworks and share with staff by Mid-September Intended Audience: Campus Teachers	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Aug 2022 - May 2023

Provider / Presenter / Person Responsible: Instructional Coaches / Admin

Delivery Method: In Person

Funding Sources: - Title I (211) - 211-11-6112-04N-004-30-510-000000-23F10 - \$5,000, - Title I (211) - 211-11-6116-04N-004-30-510-000000-23F10 - \$5,000



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

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 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5% to 20% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1% to 20% by May 2023.

Evaluation Data Sources: PSAT

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through professional development, additional instructional support (tutoring, camps, etc.) needed materials/resources (classroom needs, incentives, school supplies, etc), developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5% to 20% by May 2023.

Staff Responsible for Monitoring: Admin Team All Math Teachers, instructional coaches

Title I:

2.4, 2.5

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system cycle of observation and feedback of MATH instruction aligned to Bambrick Method, FWISD instructional frameworks, and MATH Frameworks and share with staff by Mid-September Intended Audience: MATH TEACHERS Date(s) / Timeframe: AUG 2022 - MAY 2023 Provider / Presenter / Person Responsible: PRINCIPALS / CONTENT COACH Collaborating Departments: MATH DEPARTMENT Delivery Method: IN PERSON	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: HIRE TITLE I TEACHER _ SHELLY SKELTON Intended Audience: STUDENTS Date(s) / Timeframe: AUG 2022 - JUNE 2023 Provider / Presenter / Person Responsible: PRINCIPAL Collaborating Departments: TITLE I DEPARTMENT Delivery Method: IN PERSON Funding Sources: TITLE I TEACHER _ SHELLY SKELTON - Title I (211) - 211-11-6119-04N-004-30-510-000000-23F10 - \$64,520	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5% to 20% by May 2023.

Staff Responsible for Monitoring: Admin Team All Math teachers

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 3: Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5% to 20% by May 2023.

Staff Responsible for Monitoring: Admin Team All Math Teachers

Title I:

2.4, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: PURCHASE OF CONTENT LEARNING PROGRAM ie IXL Intended Audience: STUDENTS / TEACHERS Date(s) / Timeframe: AUG 2022 - MAY 2024 Provider / Presenter / Person Responsible: ONLINE RESOURCES Collaborating Departments: MATH DEPARTMENT Delivery Method: ONLINE Funding Sources: IXL , ETC - SCE (199 PIC 24) - 199-11-6399-001-004-24-243-000000- - \$9,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</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 first time testers who score at Meets or above on STAAR Algebra I from 9% to 20% by May 2023. And the percentage of ELL students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 20% by May 2023.

High Priority

Evaluation Data Sources: STAAR Algebra I

Strategy 1: Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 9% to 20% by May 2023.

Staff Responsible for Monitoring: Admin Team Algebra Teachers

Title I:

2.4, 2.5, 2.6

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.

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 Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 40% by May 2023.

HB3 District Goal

Evaluation Data Sources: TEA Report Card

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

Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2023.

Staff Responsible for Monitoring: Admin Team PSSS Elective teachers

Title I:

2.4, 2.5

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2023.

Staff Responsible for Monitoring: Admin Team PSSS Elective teachers

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 3: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that

explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2023.

Staff Responsible for Monitoring: Admin Team, All teachers

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.

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 Grade 9 students "On Track" from 19% to 25% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 25% by May 2023.

Evaluation Data Sources: TEA Report Card

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase the percentage of Grade 9 students "On Track" from 19% to 25% by May 2023.

Staff Responsible for Monitoring: Admin, FSC, All Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Increase the percentage of ELL 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: campus graduation plans

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Staff Responsible for Monitoring: Admin Team, FSC, Algebra teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 2: Freshman Success Team will cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Staff Responsible for Monitoring: Admin Team, FSC, Algebra Teachers

Title I:

2.4, 2.5, 2.6

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 3: 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Staff Responsible for Monitoring: Admin Team Algebra Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 4: Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Staff Responsible for Monitoring: Admin Team Algebra Teachers

Title I:

2.4, 2.5, 2.6

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1% to 20% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by 10% by May 2023.

HB3 District Goal

Evaluation Data Sources: SAT or ACT

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 the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1% to 20% by May 2023.

Staff Responsible for Monitoring: All Teachers, Admin

Title I:

2.4, 2.5

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 2: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1% to 20% by May 2023.

Staff Responsible for Monitoring: Admin, PSSS, All Teachers

Title I:

2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: DATA ANALYST_ OWENS, ANGELA Intended Audience: CAMPUS Date(s) / Timeframe: AUG 2022 - JUNE 2023 Provider / Presenter / Person Responsible: ADMINISTRATION Delivery Method: IN PERSON Funding Sources: OWENS, ANGELA _ DATA ANALYST - Title I (211) - 211-13-6119-04N-004-30-510-000000-23F10 - \$75,835	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: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1% to 20% by May 2023.

Staff Responsible for Monitoring: Admin, PSSS, All Teachers

Title I:

2.4, 2.5

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</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 have excessive absences (1 or more courses below 90% attendance) by 20% by May 2023.

Evaluation Data Sources: TEA report card

Strategy 1: Align and leverage programs, resources (incentives, etc), and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) by 20% by May 2023.

Staff Responsible for Monitoring: Admin, FSC, All Teachers

Title I:

2.5, 2.6

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Attendance Recovery For Students in need to recoup lost credits due to attendance Intended Audience: Students Date(s) / Timeframe: Aug 2022 - May 2023 Provider / Presenter / Person Responsible: PRINCIPALS Collaborating Departments: ATTENDANCE Delivery Method: IN PERSON Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-004-24-243-000000- - \$6,334	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

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 16% to 6% by May 2023.

Decrease the number of discipline referrals by school personnel for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) by 10% by May 2023.

Evaluation Data Sources: FWISD dashboard

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase positive response by students to the learning environment on the climate survey from 56% to 60% by May 2023.

Staff Responsible for Monitoring: All Staff

Title I:

4.1, 4.2

- 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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Hire : Vacant_Family Comm Liasion, PC - Intended Audience: Parents Date(s) / Timeframe: Aug 2022 - June 2023 Collaborating Departments: PARENT ENGAGEMENT Delivery Method: IN PERSON Funding Sources: VACANT_FAMILY COMM LIASION, PC - Title I (211) - 211-61-6119-04L-004-30-510-000000-23F10 - \$9,000, SHELTON, GERALD - FAMILY COMM SPECIALIST - Title I (211) - 211-61-6129-04L-004-30-510-000000-23F10 - \$31,382, - Title I (211) - 211-61-6499-04L-004-30-510-000000-23F10 - \$2,000, - Parent Engagement - 211-61-6399-04L-004-30-510-000000-23F10 - \$4,716	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that

explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase positive response by students to the learning environment on the climate survey from 56% to 60% by May 2023.

Staff Responsible for Monitoring: All Staff

Title I:

4.1, 4.2

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: CLASS ROOM SUPPLIES AND MATERIALS TO GAP THE GROWTH OF ALL ELL STUDENTS Intended Audience: STUDENTS Date(s) / Timeframe: AUG 2022 - MAY 2023 Provider / Presenter / Person Responsible: TEACHERS Delivery Method: IN PERSON Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-004-25-243-000000 - \$526, - BEA (199 PIC 25) - 199-11-6399-001-004-25-243-000000 - \$3,500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>

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 ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 2.5% to 0% by May 2023.

Evaluation Data Sources: FWISD dashboard

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 8% to 0% by May 2023.

Staff Responsible for Monitoring: All Teachers AP'S Counselors

Title I:

2.5, 2.6, 4.1, 4.2

- **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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 2: 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 planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 8% to 0% by May 2023.

Staff Responsible for Monitoring: All Teachers AP'S Counselors

Title I:

2.5, 2.6

- **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: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Purchase of Get Better Faster	Reading materials for professional development	211-13-6329-04N-004-30-510-000000-23F10	\$2,000.00
1	1	2	2	New Teacher Development	Subs for professional development	211-11-6112-0PD-004-30-510-000000-23F10	\$5,000.00
1	2	1	1	Reading materials/resources	Reading materials for classroom use	211-11-6329-04N-004-30-510-000000-23F10	\$1,500.00
1	2	1	1	AVID Summer Institute	Extra duty pay for PD after hours (Support Personnel)	211-11-6121-0PD-004-30-510-000000-23F10	\$3,000.00
1	2	1	1	(classroom needs, incentives, school supplies, etc),	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-23F10	\$8,320.00
1	2	1	1	AVID Summer Institute	Extra duty for counseling services after hours	211-31-6116-04N-004-30-510-000000-23F10	\$3,000.00
1	2	1	1	AVID Summer Institute	Extra duty for summer planning (off contract days)	211-13-6116-04N-004-30-510-000000-23F10	\$3,000.00
1	2	1	1	(classroom needs, incentives, school supplies, etc),	Snacks or incentives for students	211-11-6499-04N-004-30-510-000000-23F10	\$3,000.00
1	3	1	1	TITLE I TEACHER _ BROWN, AMY	Title I Teacher	211-11-6119-04N-004-30-510-000000-23F10	\$67,283.00
1	3	3	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-004-30-510-000000-23F10	\$5,000.00
1	3	3	1		Subs for supplemental instruction	211-11-6112-04N-004-30-510-000000-23F10	\$5,000.00
2	1	1	2	TITLE I TEACHER _ SHELLY SKELTON	Title I Teacher	211-11-6119-04N-004-30-510-000000-23F10	\$64,520.00
3	4	2	1	OWENS, ANGELA _ DATA ANALYST	Data Analyst	211-13-6119-04N-004-30-510-000000-23F10	\$75,835.00
4	2	1	1	VACANT_ FAMILY COMM LIASION, PC	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-004-30-510-000000-23F10	\$9,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	SHELTON, GERALD - FAMILY COMM SPECIALIST	Family Engagement Specialist	211-61-6129-04L-004-30-510-000000-23F10	\$31,382.00
4	2	1	1		Snacks for parents to promote participation	211-61-6499-04L-004-30-510-000000-23F10	\$2,000.00
Sub-Total							\$288,840.00
Budgeted Fund Source Amount							\$288,840.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	3	1	IXL , ETC	Supplies and materials for instructional use	199-11-6399-001-004-24-243-000000-	\$9,000.00
4	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-004-24-243-000000-	\$6,334.00
Sub-Total							\$15,334.00
Budgeted Fund Source Amount							\$15,334.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-23F10	\$4,716.00
Sub-Total							\$4,716.00
Budgeted Fund Source Amount							\$4,716.00
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	2	1		Supplies and materials for instructional use	199-11-6399-001-004-25-243-000000	\$3,500.00
4	2	2	1		Reading materials for classroom use	199-11-6329-001-004-25-243-000000	\$526.00
Sub-Total							\$4,026.00
Budgeted Fund Source Amount							\$4,026.00
+/- Difference							\$0.00
Grand Total Budgeted							\$312,916.00
Grand Total Spent							\$312,916.00
+/- Difference							\$0.00