

# **Fort Worth Independent School District**

## **042 Daggett Middle School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Empower scholars to be the best versions of themselves through growth mindset, collaboration, and a unified community.

## Vision

Our vision is to see all students be successful in setting high expectations for themselves academically, socially, emotionally so that they are ready to go on to high school and beyond.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our enrollment is 366 students and we have 61 staff members, 31 of which are teachers. We also have an engaging PTA that is slowly gaining ground. Our special populations of students are 78% Hispanic, 17% African American, 4% White and 1% Two or More. We have 57.1% of our students who are English Learners (EL) and 12.3% Special Education Students (SPED).

### Demographics Strengths

Even though our campus was not rated last year due to COVID, our campus had a very high rate of testers. Our 8th grade science testers were 5% higher than the district in the meets category.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our 6th graders make up 44% of our referrals for the 2021-22 school year. **Root Cause:** The school did not set firm school expectations at the beginning of the year.

**Problem Statement 2 (Prioritized):** There is 19% of our students that have less than 90% attendance (as of 4/6/22) **Root Cause:** Parents are not aware of the impact that absences can have on their child's success in academics, college, career, and/or community leadership.

**Problem Statement 3:** Daggett Middle has 78% students who identify as Hispanic and yet only 23% of the staff that would identify as Hispanic. **Root Cause:** Not hiring enough staff that represent our demographics in our school.

**Problem Statement 4 (Prioritized):** Student discipline data indicates a core group of 10% of our students have met multiple indicators that require more intensive interventions and support. (Attendance, discipline, grades, academic regression, social/emotional needs, etc...) **Root Cause:** A student support team that encompasses not only a student support case load, but a concurrent school wide effort where staff models and celebrates when students implement the growth mindset and skill set necessary to be successful.

# Student Learning

## Student Learning Summary

### 6th Grade

According to the English benchmark data in March, 0% of our African America students got meets.

### 7th Grade

According to the English benchmark data in March, 13% of our Economically Disadvantaged students got meets.

### 8th Grade

According to the English benchmark data in March, 10% of our students got meets.

## Student Learning Strengths

Our High School level benchmarks had 90% or more pass.

Our African American students in 8th grade ELA benchmark had 47% approaches which was the highest special population.

Our 7th grade ELA benchmark had 22% get meets.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There are 42% of our students who showed growth from BOY MAP scores to the MOY MAP scores. **Root Cause:** Not all students took the MAP testing seriously because not all teachers made it serious.

**Problem Statement 2 (Prioritized):** Panorama data reflects that only 36% of our students feel that they are engaged in class. **Root Cause:** Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging students.

**Problem Statement 3 (Prioritized):** On the English 1 STAAR test, none of our students got masters. **Root Cause:** Students that are showing growth need to have individualized and targeted TEKS.

# School Processes & Programs

## School Processes & Programs Summary

Daggett's focus for the year will be on improving our students' overall performance in Reading and Math by providing high rigor and high relevance instruction with a growth mindset. An emphasis will be placed on collaboration and the use of technology to enhance instruction and create engagement while spiraling in challenging TEKS. Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Professional Learning Communities (PLC's) - The teachers and staff at Daggett will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction. Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. Professional development will be based on the needs of the campus. The faculty and staff place value on knowing our students and designing engaging lessons that meet their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2022-23 school year. Students will be counseled on the specific class that will be the most challenging but successful for them to ensure that we are focusing on developing the whole student. Advisory will be added into the schedule to help the students to be engaged and well-rounded. There will be special focus on student and teacher relationships with growth mindset in the forefront.

## School Processes & Programs Strengths

Mentoring new and experienced teachers is an ongoing process at DMS that fosters a sense of community and PLC. DMS has an Instructional coach to meet the needs of our staff. Teachers understand the needs of the students on the campus. Campus staff knows every student by name face and situation which allows the campus to provide support to students based on their individual needs. Over the last few, community students have elected to attend other schools via POC however, the number of students in the community that are wanting to attend DMS is growing because of the campus being a small campus and the sense of community.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have 31% of our Hispanic students are involved in 1 or more honors classes. **Root Cause:** The students are not being counseled on what would be the best fit for the individual students.

**Problem Statement 2 (Prioritized):** We have 36% of our African American students who are involved in 1 or more honors classes. **Root Cause:** The students are not being counseled on what would be the best fit for the individual students.

# Perceptions

## Perceptions Summary

- In the panorama data every category grew for students and teachers except 1 that went down by 1%
- 83% of our students feel like they have a supportive relationship with a staff member.
- The campus has established a student council that provides insight to campus leaders.
- Administrators, as well as teachers, make home visits to encourage regular attendance.
- Established school routines for teachers and students.
- Events that celebrate our school community as well as the neighborhood community.
- The campus provides wrap-around services for students and families
- The school has developed an incentive program for students.
- 96% of the staff believe they have an inviting working environment which is up 23% from last year.

## Perceptions Strengths

- Teachers have the belief that all students can reach high academics and are willing to give up their personal time to ensure student success.
- Our students feel they have at least 1 adult they can count on or help on the campus.
- The campus provides extracurricular activities - football, volleyball, etc for those on-campus students.
- The campus encourages students to participate in the Librarian's book club during lunch.
- Administrators, counselors, teachers, and staff have made home visits and phone calls to encourage regular attendance and completion of assignments.
- Campus staff will start to have advisory to meet the needs of all students.
- The campus has provided food distribution to students' families once a month.
- Teacher and Staff of the month and student of the week recognition.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Only 40% of our students are engaged in activities that are beyond their typical school day. **Root Cause:** Most of our students ride the bus and don't have transportation home.

**Problem Statement 2 (Prioritized):** Only 40% of our students are engaged in activities that are beyond their typical school day. **Root Cause:** During the school day we have limited opportunities for our students to engage in anything beyond classes.

**Problem Statement 3 (Prioritized):** On our 2021 winter panorama data 59% of our staff reported having a growth mindset. **Root Cause:** Teachers do not feel as though they have the ability to change their teaching style to match what the students need.

# Priority Problem Statements

**Problem Statement 3:** Our 6th graders makeup 44% of our referrals for the 2021-22 school year.

**Root Cause 3:** The school did not set firm school expectations at the beginning of the year.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 2:** There is 19% of our students that have less than 90% attendance (as of 4/6/22)

**Root Cause 2:** Parents are not aware of the impact that absences can have on their child's success in academics, college, career, and/or community leadership.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** Panorama data reflects that only 36% of our students feel that they are engaged in class.

**Root Cause 6:** Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging students.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 1:** We have 36% of our African American students who are involved in 1 or more honors classes.

**Root Cause 1:** The students are not being counseled on what would be the best fit for the individual students.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 5:** Only 40% of our students are engaged in activities that are beyond their typical school day.

**Root Cause 5:** During the school day we have limited opportunities for our students to engage in anything beyond classes.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 8:** On the English 1 STAAR test, none of our students got masters.

**Root Cause 8:** Students that are showing growth need to have individualized and targeted TEKS.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 4:** On our 2021 winter panorama data 59% of our staff reported having a growth mindset.

**Root Cause 4:** Teachers do not feel as though they have the ability to change their teaching style to match what the students need.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 7:** Student discipline data indicates a core group of 10% of our students have met multiple indicators that require more intensive interventions and support. (Attendance, discipline, grades, academic regression, social/emotional needs, etc...)

**Root Cause 7:** A student support team that encompasses not only a student support case load, but a concurrent school wide effort where staff models and celebrates when students implement the growth mindset and skill set necessary to be successful.



**Problem Statement 7 Areas: Demographics**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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 meet or exceed projected growth on MAP Growth Reading from 58% to 70% by May 2023.

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 63% to 75% by May 2023.

**Evaluation Data Sources:** MAP BOY and EOY scores

**Strategy 1:** To calendar out specific meetings for each student for the next school year with emphasis on grades and attendance. Looking at testing, attendance and grades to have conversations with African American students about their growth goals.

**Strategy's Expected Result/Impact:** Seventy Five percent of our African American students will meet or exceed projected growth.

**Title I:**

2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2





Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Look over MAP growth in 2020-21 for our African American students, then look at BOY data. Meet with each student to set their goal.</p> <p><b>Date(s) / Timeframe:</b> August - September of 22</p> <p><b>Provider / Presenter / Person Responsible:</b> Teacher</p> <p><b>Collaborating Departments:</b> Math and ELA</p> <p><b>Delivery Method:</b> Conferencing with the students</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track the African American student's progress on MAP and follow up with necessary conversations for those that are not meeting their required units on Lexia. <b>Date(s) / Timeframe:</b> August - May <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Collaborating Departments:</b> Ela and math <b>Delivery Method:</b> Conferencing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** The leadership team will work with the ILT to develop professional development that can give the staff tools to use in the classroom to help to engage the students in the classroom.

- Title I:**  
2.5
- **TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
  - **Additional Targeted Support Strategy**
- Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Use the data analyst to work with the teachers in the instructional leadership team to target the areas that the students are not growing in. <b>Date(s) / Timeframe:</b> August 2022 to May 2023 <b>Provider / Presenter / Person Responsible:</b> Data Analyst <b>Collaborating Departments:</b> Specifically Math and ELA  <b>Funding Sources:</b> - Title I (211) - 211-13-6119-04N-042-30-510-000000-23F10 - \$82,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Select professional development that is specific to the needs of the teachers having a more engaging lesson. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Admin <b>Collaborating Departments:</b> All  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6299-001-042-24-273-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Improve the tier 1 instruction being used in classrooms through our PLCs and analyzing all data to create aligned and rigorous lessons that are high quality and culturally responsive with a focus on emergent bilingual students.

**Title I:**

2.4, 2.5

**- TEA Priorities:**

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





**- ESF Levers:**

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

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By May 2023, all ELAR teachers will hold ESL supplemental certification in order to serve all bilingual students. <b>Intended Audience:</b> Any ELAR teachers not holding an ESL certification. <b>Date(s) / Timeframe:</b> August - May <b>Provider / Presenter / Person Responsible:</b> LPAC and teachers <b>Collaborating Departments:</b> ELA	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Professional development will consist of ELPS, sheltered instruction, culturally and linguistically sustaining practices, and TELPAS strategies throughout the school year. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Admin and LPAC <b>Collaborating Departments:</b> All <b>Delivery Method:</b> In Person PD  <b>Funding Sources:</b> - BEA (199 PIC 25) - 199-13-6411-001-042-25-273-000000 - \$1,357	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Incorporate selected materials chosen by the PLC and instructional coach to extend the lesson, (ie.STAAR prep). <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> By November 1st, 2022 <b>Provider / Presenter / Person Responsible:</b> Instructional Coach <b>Collaborating Departments:</b> ELA <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6396-001-042-24-273-000000- - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 4:** Increase the number of book selections that have student interest in the library.

**Strategy's Expected Result/Impact:** To impact student interest in reading.

**Staff Responsible for Monitoring:** Librarian

**Title I:**

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Increase the number of new books in the library. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Mrs. Hunter <b>Collaborating Departments:</b> ELA  <b>Funding Sources:</b> - Title I (211) - 211-12-6329-04N-042-30-510-000000-23F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> Panorama data reflects that only 36% of our students feel that they are engaged in class. <b>Root Cause:</b> Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> We have 36% of our African American students who are involved in 1 or more honors classes. <b>Root Cause:</b> The students are not being counseled on what would be the best fit for the individual students.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Only 40% of our students are engaged in activities that are beyond their typical school day. <b>Root Cause:</b> During the school day we have limited opportunities for our students to engage in anything beyond classes.
<b>Problem Statement 3:</b> On our 2021 winter panorama data 59% of our staff reported having a growth mindset. <b>Root Cause:</b> Teachers do not feel as though they have the ability to change their teaching style to match what the students need.



**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 85% to 95% by May 2023. 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 67% to 95% by May 2023.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

**Title I:**

2.4, 2.5

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During PLC the English 1 teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students. <b>Date(s) / Timeframe:</b> August - May <b>Provider / Presenter / Person Responsible:</b> Instructional Coach and English 1 teacher <b>Delivery Method:</b> In person coaching session	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> Panorama data reflects that only 36% of our students feel that they are engaged in class. <b>Root Cause:</b> Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging 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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 47% to 60% by May 2023.

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 48% to 60% by May 2023.

**Evaluation Data Sources:** MAP BOY and EOY scores

**Strategy 1:** The leadership team will work with the ILT to develop professional development that can give the staff tools to use in the classroom to help to engage the students in the classroom.

**Title I:**

2.4, 2.5

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During content PLCs the teachers will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> Aug- May  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach/ Teachers  <b>Collaborating Departments:</b> ELA, Math, Sci, SS  <b>Delivery Method:</b> In person during PLC</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-OPD-042-30-510-000000-23F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Professional development will consist of ELPS, sheltered instruction, culturally and linguistically sustaining practices, and TELPAS strategies throughout the school year.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> Aug-May  <b>Provider / Presenter / Person Responsible:</b> Admin/ LPAC  <b>Collaborating Departments:</b> All  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6299-04N-042-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Incorporate selected materials chosen by the PLC and instructional coach to extend the lesson, (ie.STAAR prep).</p> <p><b>Intended Audience:</b> Students  <b>Date(s) / Timeframe:</b> November 1st, 2022  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach  <b>Collaborating Departments:</b> Math  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6396-001-042-24-273-000000- - \$1,585</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Panorama data reflects that only 36% of our students feel that they are engaged in class. <b>Root Cause:</b> Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging 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 students who score at MEETS or above in Algebra 1 from 48% to 60% by May 2023. 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 33% to 60% by May 2023.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** Teachers will deliver grade level , rigorous, aligned Instruction daily.

**Strategy's Expected Result/Impact:** Number of students scoring at the meets level on STAAR will increase in each population and for the campus as a whole.

**Staff Responsible for Monitoring:** Admin/ Instructional Coach

**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 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During PLC the Algebra teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students. <b>Intended Audience:</b> Teacher and students <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Instructional Coach <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** Panorama data reflects that only 36% of our students feel that they are engaged in class. **Root Cause:** Teachers have forgotten or are new to teaching since the pandemic and don't use all the strategies for engaging students.

**Problem Statement 3:** On the English 1 STAAR test, none of our students got masters. **Root Cause:** Students that are showing growth need to have individualized and targeted TEKS.

**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 25% to 40% by May 2023.

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 31% to 45% by May 2023.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** The teachers will have targeted tutoring groups that are to move the students that are expected to get approaches to instead move into the Meets category.

**Strategy's Expected Result/Impact:** We will be targeting the areas that the need to improve on which will help move our Meets level to a higher percentage.

**Staff Responsible for Monitoring:** ELA teachers and Admin

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Curriculum

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will track data within their content areas to drive next steps in their instruction and monitor student progress. <b>Intended Audience:</b> Teachers/ Admin/ Instructional Coach <b>Date(s) / Timeframe:</b> Aug- May <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Collaborating Departments:</b> ELAR <b>Delivery Method:</b> In person during PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Small group instruction based on the previous week's data. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> Aug-May <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Collaborating Departments:</b> ELAR <b>Delivery Method:</b> In person before, during, or after school, or Saturday camp  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-042-30-510-000000-23F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 3:</b> On our 2021 winter panorama data 59% of our staff reported having a growth mindset. <b>Root Cause:</b> Teachers do not feel as though they have the ability to change their teaching style to match what the students need.</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 9% to 30% by May 2023.

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 30% by May 2023.

**Evaluation Data Sources:** STAAR Scores

**Strategy 1:** The teachers will have targeted tutoring groups that are to move the students that are expected to get approaches to instead move into the Meets category.

**Strategy's Expected Result/Impact:** We will be targeting the areas that the need to improve on which will help move our Meets level to a higher percentage.

**Staff Responsible for Monitoring:** Math teachers and Admin

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 4: High-Quality Curriculum

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will track data within their content areas to drive next steps in their instruction and monitor student progress. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Aug-May <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In person during PLCs  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04N-042-30-510-000000-23F10 - \$2,400	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Small group instruction based on the previous week's data. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> Aug-May <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In person before, during, or after school, or Saturday camp  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-042-30-510-000000-23F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> On our 2021 winter panorama data 59% of our staff reported having a growth mindset. <b>Root Cause:</b> Teachers do not feel as though they have the ability to change their teaching style to match what the students need.</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) from 8% to 5% by May 2023.

**Evaluation Data Sources:** Focus (Students with 18 or more absences 10% for ADA)

**Strategy 1:** Building relationships and setting expectations to improve the culture of the campus.

**Title I:**

2.6, 4.2

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2, 4 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Host a transition camp for incoming 6th grade students to acclimate them to the Daggett Way.</p> <p><b>Intended Audience:</b> Incoming 6th graders</p> <p><b>Date(s) / Timeframe:</b> Aug 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers/ Admin/ Instructional Coach</p> <p><b>Collaborating Departments:</b> 6th grade teachers and elective teachers</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6116-04N-042-30-510-000000-23F10 - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Home visit and warm calls for students with excessive absences.</p> <p><b>Intended Audience:</b> Students with excessive absences</p> <p><b>Date(s) / Timeframe:</b> Aug-May</p> <p><b>Provider / Presenter / Person Responsible:</b> Interventionist, CIS, counselor, Family engagement, SRO</p> <p><b>Collaborating Departments:</b> counseling, family communications</p> <p><b>Delivery Method:</b> In person and via phone</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Advisory period scheduled within the master schedule daily for implementing clubs, and SEL lessons. <b>Intended Audience:</b> Students and Staff <b>Date(s) / Timeframe:</b> Aug-May <b>Provider / Presenter / Person Responsible:</b> Admin, Teachers <b>Collaborating Departments:</b> Counseling <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Utilize our student support team to discuss concerns, patterns and any other information that will help the teachers and support staff to serve the whole child. <b>Intended Audience:</b> Staff <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Members of the SST <b>Collaborating Departments:</b> All <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is 19% of our students that have less than 90% attendance (as of 4/6/22) <b>Root Cause:</b> Parents are not aware of the impact that absences can have on their child's success in academics, college, career, and/or community leadership.
<b>Problem Statement 4:</b> Student discipline data indicates a core group of 10% of our students have met multiple indicators that require more intensive interventions and support. (Attendance, discipline, grades, academic regression, social/emotional needs, etc...) <b>Root Cause:</b> A student support team that encompasses not only a student support case load, but a concurrent school wide effort where staff models and celebrates when students implement the growth mindset and skill set necessary to be successful.
Perceptions
<b>Problem Statement 2:</b> Only 40% of our students are engaged in activities that are beyond their typical school day. <b>Root Cause:</b> During the school day we have limited opportunities for our students to engage in anything beyond classes.

**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 409 to 350 by May 2023.  
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 32 to 25 by May 2023.

**Evaluation Data Sources:** Focus Report

**Strategy 1:** Build campus wide expectations and campus knowledge of resources to support a cohesive and positive environment.

**Strategy's Expected Result/Impact:** To have the entire campus on the same page with expectations and resources.

**Title I:**

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a campus wide discipline matrix/plan with the staff and ensure buy in. <b>Intended Audience:</b> Staff <b>Date(s) / Timeframe:</b> By August 31, 2022 <b>Provider / Presenter / Person Responsible:</b> Admin <b>Collaborating Departments:</b> All	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Have at least 50% of the staff attend Restorative Practices PD and then implement those strategies throughout the year. <b>Intended Audience:</b> Staff <b>Date(s) / Timeframe:</b> By October 1, 2022 <b>Provider / Presenter / Person Responsible:</b> Restorative Discipline Paschal Pyramid Lead <b>Collaborating Departments:</b> All <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Use our counselor, intervention specialist and our new community improvement specialist (CIS) to be proactive and work with mediation amongst students.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Provider / Presenter / Person Responsible:</b> Counseling department</p> <p><b>Collaborating Departments:</b> Counseling/Intervention services</p> <p><b>Delivery Method:</b> In person</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><b>Problem Statement 1:</b> Our 6th graders makeup 44% of our referrals for the 2021-22 school year. <b>Root Cause:</b> The school did not set firm school expectations at the beginning of the year.</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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 15 to 12 by May 2023.

**Evaluation Data Sources:** Focus

**Strategy 1:** Create an atmosphere where we emphasis relationships and behaviors.

**Strategy's Expected Result/Impact:** Students will form relationships with staff that decrease behavior issues and behavior concerns.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.6, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Demographics 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Select mentors to work with our students who will create relationships and influence behaviors and choices made by students.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Date(s) / Timeframe:</b> By September 30, 2022 all 7th and 8th grade students who had more than 4 referrals in 21-22 will have a mentor and any 6th graders who have received a referral for more than a minor infraction. (ie. dress code, tardies, etc...)</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Collaborating Departments:</b> All</p> <p><b>Delivery Method:</b> In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Leadership and support staff will have lunch groups that work on relationships and behaviors. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> August - May <b>Provider / Presenter / Person Responsible:</b> Support Staff and Admin <b>Collaborating Departments:</b> Support Staff <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-042-30-510-000000-23F10 - \$720	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Students will be assigned an advisory group that will be working on growth mindset, attendance check, grade check, and building relationships. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Admin <b>Collaborating Departments:</b> All <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-042-30-510-000000-23F10 - \$500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### School Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 4:</b> Student discipline data indicates a core group of 10% of our students have met multiple indicators that require more intensive interventions and support. (Attendance, discipline, grades, academic regression, social/emotional needs, etc...) <b>Root Cause:</b> A student support team that encompasses not only a student support case load, but a concurrent school wide effort where staff models and celebrates when students implement the growth mindset and skill set necessary to be successful.

**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 12 to 18 by May 2023.

**Evaluation Data Sources:** Calendar

**Strategy 1:** Have events that students, parents and community members can come together after school for different activities.

**Strategy's Expected Result/Impact:** A collaborative environment and partnership between the parents, community, staff and students.

**Staff Responsible for Monitoring:** Admin, Family Engagement Specialist

**Title I:**

4.1, 4.2

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> College and Career Specialist do a community event every 6 weeks. <b>Intended Audience:</b> Parents <b>Date(s) / Timeframe:</b> August - May <b>Provider / Presenter / Person Responsible:</b> College and Career Specialist <b>Collaborating Departments:</b> College and Career Specialist <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-042-30-510-000000-23F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Family Engagement specialist cooking classes to incorporate the food from the food pantry and discuss nutrition. <b>Intended Audience:</b> Community members <b>Date(s) / Timeframe:</b> August-May <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-042-30-510-000000-23F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Collaborate with different teachers and community members to create a schedule of events including cultural and other diverse options. <b>Intended Audience:</b> Community members, students and staff <b>Date(s) / Timeframe:</b> By September 15th the calendar will be completed. <b>Provider / Presenter / Person Responsible:</b> Admin and Family engagement specialist <b>Collaborating Departments:</b> All  <b>Funding Sources:</b> - Parent Engagement - 211-61-6399-04L-042-30-510-000000-23F10 - \$588.50	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Incorporate opportunities for the students to be involved in the campus during the school day for those that struggle with the ability to have transportation after school.

**Strategy's Expected Result/Impact:** Students will have a sense of belonging and involvement in the campus that will then have an impact on their engagement in the classroom.

**Staff Responsible for Monitoring:** Admin and teachers





**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During Advisory the students will have a day that is geared toward clubs so that those that cannot stay late or come early still have the opportunity to engage in something that is beyond the typical class.</p> <p><b>Intended Audience:</b> Students  <b>Date(s) / Timeframe:</b> August - May  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Collaborating Departments:</b> All  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-042-30-510-000000-23F10 - \$1,500</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:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Only 40% of our students are engaged in activities that are beyond their typical school day. <b>Root Cause:</b> During the school day we have limited opportunities for our students to engage in anything beyond classes.</p>

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

**School Performance Objective 5:** New students getting engaged in things happening at Daggett to help them feel like they are a part of the campus.

**Evaluation Data Sources:** New students engaged in school.

**Strategy 1:** Work to help students feel welcome by giving them all of the necessary information in a welcome folder.

**Strategy's Expected Result/Impact:** Students participate in activities and events

**Staff Responsible for Monitoring:** All

**Title I:**

2.6, 4.1

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - Perceptions 2

**School Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> There is 19% of our students that have less than 90% attendance (as of 4/6/22) <b>Root Cause:</b> Parents are not aware of the impact that absences can have on their child's success in academics, college, career, and/or community leadership.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Only 40% of our students are engaged in activities that are beyond their typical school day. <b>Root Cause:</b> During the school day we have limited opportunities for our students to engage in anything beyond classes.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04N-042-30-510-000000-23F10	\$82,000.00
1	1	4	1		Reading materials for library use	211-12-6329-04N-042-30-510-000000-23F10	\$1,000.00
2	1	1	1		Subs for professional development	211-11-6112-0PD-042-30-510-000000-23F10	\$500.00
2	1	1	2		Contracted professional development	211-13-6299-04N-042-30-510-000000-23F10	\$1,000.00
3	1	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-23F10	\$2,000.00
3	2	1	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-23F10	\$2,400.00
3	2	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-23F10	\$500.00
4	1	1	1		Extra duty for summer planning (off contract days)	211-13-6116-04N-042-30-510-000000-23F10	\$100.00
4	3	1	2		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-23F10	\$720.00
4	3	1	3		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-23F10	\$500.00
4	4	2	1		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-23F10	\$1,500.00
<b>Sub-Total</b>							<b>\$92,220.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$92,220.00</b>
<b>+/- Difference</b>							<b>\$0.00</b>

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2		Contracted instructional services	199-11-6299-001-042-24-273-000000-	\$2,000.00
1	1	3	3		Technology for instructional use	199-11-6396-001-042-24-273-000000-	\$1,600.00
2	1	1	3		Technology for instructional use	199-11-6396-001-042-24-273-000000-	\$1,585.00
<b>Sub-Total</b>							\$5,185.00
<b>Budgeted Fund Source Amount</b>							\$5,185.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-042-30-510-000000-23F10	\$500.00
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-042-30-510-000000-23F10	\$500.00
4	4	1	3		Supplies and materials for parental involvement	211-61-6399-04L-042-30-510-000000-23F10	\$588.50
<b>Sub-Total</b>							\$1,588.50
<b>Budgeted Fund Source Amount</b>							\$1,588.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	2		Contracted professional development	199-13-6411-001-042-25-273-000000	\$1,357.00
<b>Sub-Total</b>							\$1,357.00
<b>Budgeted Fund Source Amount</b>							\$1,357.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$100,350.50

**BEA (199 PIC 25)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Grand Total Spent</b>							\$100,350.50
<b>+/- Difference</b>							\$0.00

# Addendums