

Fort Worth Independent School District

051 Meacham Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Meacham Middle School exists to create a pathway to success in college, career, and community leadership.

Vision

To be the most caring, reflective, intentional, and consistent staff while creating the highest performing middle school campus in Fort Worth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Meacham Middle School is a neighborhood community with about 700 students. 60% of our students are English Language Learners and our feeder elementary schools are four neighboring campuses: Chavez Elementary, Diamond Hill Elementary, Helbing Elementary, and M. H. Moore Elementary. 99% of our students live nearby and therefore do not take the district school buses or use public transportation to get to school. Most of our pyramid campuses are within walking distance from our school. We have established community partnerships with Waves of Faith Church and Lancarte Real Estate.

Meacham Middle School student demographics are 92% Latino; 60% LEP; 13.1% Mobility Rate, 94% Economically Disadvantaged, and 14% SPED.

To meet the needs of our demographics, 18% of our teachers are Spanish speaking and 22% are ESL Certified.

Demographics Strengths

Neighborhood pride! Meacham Middle School students come from the homes of former students and as such have long-lasting ties to our community and our campus.

Over 95% of our students arrive on time to their first period class and parents are in contact with the campus. Our growing and successful programs such as Mariachi, Athletics, Band, Theater, Choir and Robotics are aligned to the desires of our students, parents and community. Our growing After school programs add to the variety of opportunities available to our students.

We offer EOC courses in English Language Arts, Biology, Algebra I. Our Biology scores hover around 96% Meets, with 46% at Masters level. English I is 100% Meets and 10% Masters.

Our Literacy scores are most stable from our 2021 to our 2022 STAAR Scores at the approaches and meets levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate is down to 89.03% for 2022-2023. Adjusted to 95% with Covid credit added back. **Root Cause:** Slow process for attendance monitoring.

Problem Statement 2 (Prioritized): EL students (61%) continue to struggle according to MAP data. 44% of students Met projected growth in ELA at MOY. **Root Cause:** Inconsistent implementation of intentional EL planning and strategic instruction.

Student Learning

Student Learning Summary

Our students showed academic growth of 73% in Reading MAP Growth.

Our student also had a growth of 55% Math MAP Growth.

100% of English 1 students scored Meets on the STAAR EOC which was an increase of 7 percentage points from the previous year.

Need math scores here....

Student Learning Strengths

6th and 7th graders are using Lexia Power Up or My Path with fidelity to close learning gaps in reading.

8th graders are using My Path on a weekly basis to close learning gaps in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EL students are not showing growth across genres on the MAP Growth STAAR projection levels, our EL learners have not met the progression benchmarks. **Root Cause:** Inconsistent use of scaffolding strategies across curriculum to support EL learners.

Problem Statement 2 (Prioritized): Planning for and providing high quality Tier 1 instruction across the campus is inconsistent. **Root Cause:** Limited planning time for all staff.

Problem Statement 3 (Prioritized): A significant gap has emerged in academic progress. **Root Cause:** Staff and student attendance.

School Processes & Programs

School Processes & Programs Summary

We currently have systems in place to monitor the progress of subgroups by department and/or by grade. These systems are aligned campus-wide and checked on scheduled intervals to adjust methods of instruction and intervention.

During PLC and data meetings special populations such as students with disabilities are independently monitored by departments.

Lesson plan monitoring/feedback system insures alignment and sequencing

Coaching cycles contribute to teacher growth in instructional planning and practice.

Grade level and content teams coordinate to provide uniform instruction and share best practices.

School Processes & Programs Strengths

During many department data meetings, samples of student work for LEP, SPED, on level, and Above-Level (gifted) are reviewed. The department completes Know/Show charts to help identify gaps based on student work assignments. Grade level teachers either re-teach to close the learning gaps or present new data from the re-teaching to show the higher learning mastery level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent system of celebrating students each six weeks who are on the A/B honor roll, behavior, attendance. **Root Cause:** No campus wide system was not developed.

Problem Statement 2: High percentage of students are tardy to class. **Root Cause:** Inconsistent implementation of current system and its rewards and consequences.

Problem Statement 3: Communication for change is poor rendering new ideas weak and inconsistent. **Root Cause:** No uniform system for program rollout.

Perceptions

Perceptions Summary

At the beginning of the year the teaching faculty integrates SEL (Social Emotional Learning) lessons to build relationships between both students and staff on campus. The lessons are visited regularly both formally and informally, to ensure we are growing our staff-student relationships. We encourage student attendance by celebrating those with perfect attendance every 6 weeks, the celebrations include certificates, awards, gifts such as (TVs and bicycles), along with campus social media recognition. We have a system in place where our teaching staff regularly monitors student attendance / grades and follow up with parents by documenting phone calls to provide support to students and families. In order to secure long term effective staff, we interview all our candidates via panels, utilizing predetermined criteria to look for individuals that match the campus needs and vision. To establish grounded relationships, we employ a mentor program designed for new teachers to bolster their pedagogical skills. We also provide new teacher orientation meetings monthly so that staff has opportunities to meet with administrators and ask questions.

Perceptions Strengths

The campus has a Family Engagement Specialist who is responsible for posting evidence of student learning, student and staff celebrations, and athletic events happening on campus to social media platforms (Facebook, Twitter, and Instagram) multiple times a week. Principal and FES issue a weekly newsletter to keep the community aware of the happenings in and around the campus. 81% of students have reported supportive relationships with adults on-campus based on the district Panorama survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Survey data reveals an ongoing negative perception regarding customer service in our office. **Root Cause:** Lack of training and follow through for customer service expectations.

Problem Statement 2 (Prioritized): Parent and student survey data reveal beliefs that Meacham is an unsafe school. **Root Cause:** Limited opportunities for the community engagement and weak campus messaging.

Priority Problem Statements

Problem Statement 6: EL students are not showing growth across genres on the MAP Growth STAAR projection levels, our EL learners have not met the progression benchmarks.

Root Cause 6: Inconsistent use of scaffolding strategies across curriculum to support EL learners.

Problem Statement 6 Areas: Student Learning

Problem Statement 2: Inconsistent system of celebrating students each six weeks who are on the A/B honor roll, behavior, attendance.

Root Cause 2: No campus wide system was not developed.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 7: Survey data reveals an ongoing negative perception regarding customer service in our office.

Root Cause 7: Lack of training and follow through for customer service expectations.

Problem Statement 7 Areas: Perceptions

Problem Statement 5: EL students (61%) continue to struggle according to MAP data. 44% of students Met projected growth in ELA at MOY.

Root Cause 5: Inconsistent implementation of intentional El planning and strategic instruction.

Problem Statement 5 Areas: Demographics

Problem Statement 4: Planning for and providing high quality Tier 1 instruction across the campus is inconsistent.

Root Cause 4: Limited planning time for all staff.

Problem Statement 4 Areas: Student Learning

Problem Statement 1: Parent and student survey data reveal beliefs that Meacham is an unsafe school.

Root Cause 1: Limited opportunities for the community engagement and weak campus messaging.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: A significant gap has emerged in academic progress.

Root Cause 3: Staff and student attendance.

Problem Statement 3 Areas: Student Learning

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 27% to 42% by May 2023.

Increase the percentage of English Language learner students who meet from 25% to 40% by May 2023.

Evaluation Data Sources: MAP growth EOY 2022 to EOY 2023

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

Strategy's Expected Result/Impact: 50% Meet growth expectations by May 2023





Staff Responsible for Monitoring: Campus wide initiative

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: 6 week pullout planning Intended Audience: All core content teachers and administrators Date(s) / Timeframe: 1 per 6 week cycle Provider / Presenter / Person Responsible: Administrator, team lead, coach Collaborating Departments: All core content departments Delivery Method: 1/2 day pullout each 6 weeks to disaggregate data and develop focused plans going forward. Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-051-30-510-000000-23F10 - \$13,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Strategy 2: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

Strategy's Expected Result/Impact: Students data will show 50% Meet expectations for growth as indicated in MAP EOY scores in May 2023.

Staff Responsible for Monitoring: Campus wide initiative.

TEA Priorities:





Build a foundation of reading and math

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase coaching contact for core teachers</p> <p>Intended Audience: Core teachers</p> <p>Date(s) / Timeframe: Weekly</p> <p>Provider / Presenter / Person Responsible: Instructional coach, administrators</p> <p>Collaborating Departments: All core</p> <p>Delivery Method: Fund additional Instructional coach to focus on staff by content area and to spread the contact to all core teachers.</p> <p>Funding Sources: Instructional coach - Title I (211) - 211-13-6119-04N-051-30-510-000000-23F10 - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Engage in intentional lesson planning that targets EL students by implementing strategies learned in QTEL training.

Strategy's Expected Result/Impact: Quality planning that scaffolds language so that all students have access to the lesson.

Staff Responsible for Monitoring: Campus wide initiative. Coaches and administrators monitor for fidelity with written feedback given at least biweekly per teacher. .

Action Step 1 Details	Reviews			
<p>Action Step 1: QTEL refresher offered on campus during PLC.</p> <p>Intended Audience: All teachers</p> <p>Date(s) / Timeframe: Completed before September 30, 2022</p> <p>Provider / Presenter / Person Responsible: Administrator to schedule</p> <p>Collaborating Departments: World Languages</p> <p>Delivery Method: Face to face during PLC</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 100% to 100% by May 2023.
 Increase the percentage of English Language learners who score meets or above from 100% to 100% by May 2023.

Evaluation Data Sources: MAP growth measures, EOC scores, benchmarks, STAAR scores

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

Strategy's Expected Result/Impact: English 1 students will meet or master on EOC exam at a rate of 80% or more.





Staff Responsible for Monitoring: Administrators and content lead.

Action Step 1 Details	Reviews			
Action Step 1: Teachers will document progress and develop a reward system that recognizes achievement by all students. Intended Audience: All students Date(s) / Timeframe: 3 week intervals beginning on the 6th week of school.... Provider / Presenter / Person Responsible: Counselors and content teachers. Collaborating Departments: Counseling, administration, classroom teachers Delivery Method: Grade level assembly to award A/B honor students and most improved... Funding Sources: Incentives - Title I (211) - 211-11-6499-04N-051-30-510-000000-23F10 - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

Strategy's Expected Result/Impact: Increased engagement and clarity in daily lesson delivery.

Staff Responsible for Monitoring: Administrator will monitor via lesson plan feedback and walk thru data. Coaching contacts will indicate training and understanding by the teacher.

Action Step 1 Details	Reviews			
Action Step 1: Professional development for Planning with the EL student in mind Intended Audience: Core teachers Date(s) / Timeframe: Deliver prior to September 30, 2022 Provider / Presenter / Person Responsible: Admin and Worlds Languages trainer Collaborating Departments: World Languages Delivery Method: Face to face at PLC Funding Sources: Book study materials - Title I (211) - 211-13-6329-04N-051-30-510-000000-23F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 40% to 55% by May 2023.

Increase the percentage of English language learners who Meet or exceed growth expectations on Math EOY from 37% to 52% by May 2023.





Evaluation Data Sources: MAP math scores MOY and EOY

Strategy 1: Implement Carnegie math materials and format with fidelity.

Strategy's Expected Result/Impact: Consistent and engaging Tier 1 instruction.

Staff Responsible for Monitoring: Math teachers 6-8; administrators and coaches to monitor in walk through and lesson plan feedback.





Action Step 1 Details	Reviews			
Action Step 1: Ensure all applicable staff and administrators are trained in Carnegie Math. Intended Audience: All math teachers, SPED support teachers, administrators, coaches Date(s) / Timeframe: Summer training, District provided PD Provider / Presenter / Person Responsible: District delivery system Collaborating Departments: Teaching and learning Delivery Method: Teachers will attend all available training.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Plan intentionally to support English language learners by providing explicit vocabulary support in every lesson.

Strategy's Expected Result/Impact: Clarity of vocabulary so that ALL students have access to the lesson.





Staff Responsible for Monitoring: Math teacher 6-8; administrators to monitor in both walk thru and lesson plan feedback.

Action Step 1 Details	Reviews			
Action Step 1: Professional development for Planning with the EL student in mind Intended Audience: All campus teachers Date(s) / Timeframe: Deliver by end of October Provider / Presenter / Person Responsible: Admin/coaches Collaborating Departments: World Languages Delivery Method: Face to face ongoing book study	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: Room set up up to facilitate Kagan engagement strategies.

Strategy's Expected Result/Impact: Increased frequency of interactive learning in every classroom. Estimated 20% to 80% classrooms will be in full use of these strategies by May 2023.





Staff Responsible for Monitoring: Teachers and coaches. Administrators provide feedback through walkthrough notes.

Action Step 1 Details	Reviews			
Action Step 1: Deliver Kagan Day 2 training Intended Audience: All staff Date(s) / Timeframe: Deliver in early November Provider / Presenter / Person Responsible: Kagan consultant Collaborating Departments: All content leads, administrators, Kagan Delivery Method: Whole campus Saturday event Funding Sources: Kagan training - Title I (211) - 211-11-6299-04N-051-30-510-000000-23F10 - \$10,000	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 4: Assign tutoring to data defined student groups to accelerate learning, bring up those who need extra help, and support the introduction of new concepts in Tier 1.

Strategy's Expected Result/Impact: Students will show improvement in taught concepts and better readiness to receive new concepts. Monitor on a weekly basis for progress.

Staff Responsible for Monitoring: Data analyst, administrator, and Teachers.

Action Step 1 Details	Reviews			
<p>Action Step 1: Identify groups of students using Lexia/Matia, MAP growth, Common assessments and STAAR data. Create groups of no more than 8 to 1.</p> <p>Intended Audience: Struggling students</p> <p>Date(s) / Timeframe: October 3, 2022 to April 2023</p> <p>Provider / Presenter / Person Responsible: Selected teachers</p> <p>Delivery Method: Face to face before school after school and Saturdays</p> <p>Funding Sources: Hourly tutoring pay for teachers - SCE (199 PIC 24) - 199-13-6117-001-051-24-273-000000- - \$11,254</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 73% to 88% by May 2023.
Increase the percentage of English language learners who score meets or above from 67% to 82% by May 2023.

Evaluation Data Sources: MAP growth MOY and EOY results.
Benchmark results and final Staar results.

Strategy 1: Develop the capacity of 6-8 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increased confidence and in turn greater engagement by both teachers and students.

Staff Responsible for Monitoring: Adminsitrators

Strategy 2: Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks 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: Increased understanding, application and confidence among teachers and students.

Staff Responsible for Monitoring: Administrators monitor for meaningful engagement.

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 34% to 49% by May 2023.





Increase the percentage of English Language learner who meet or master from 28% to 43% by May 2023.

Evaluation Data Sources: MAP, benchmarks, weekly assessments and end of year STAAR results

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Engaged and motivated staff and students who are aware profoundly of their progress throughout the year.

Staff Responsible for Monitoring: Administrators, data analyst, coaches, teachers

Action Step 1 Details	Reviews			
Action Step 1: Create and adhere to a rigorous schedule for data collection and review. Intended Audience: All teaching staff Date(s) / Timeframe: First meetings on 3rd week and every 3 weeks through the year Provider / Presenter / Person Responsible: Data analyst, teachers Collaborating Departments: ADQ Delivery Method: PLC	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Retain full time data analyst to develop weekly evaluations to be used for tracking purposes, and to lead campus discussions around data. Intended Audience: All campus Funding Sources: Data analyst - Title I (211) - 211-13-6119-04N-051-30-510-000000-23F10 - \$83,000	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: Align and leverage programs, resources, and systems of support for existing academic advising.

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 15% to 30% by May 2023.

Increase the percentage of English language learners from 12% to 27% by May 2023.

Evaluation Data Sources: MAP, benchmarks, weekly assessments and end of year STAAR results

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 90% to 95% by May 2023.

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys

Strategy's Expected Result/Impact: Improved perception of school overall and increased awareness of attendance issues earlier in the year.

Staff Responsible for Monitoring: Attendance clerk, Family engagement specialist, administration, SST

Strategy 2: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.





Strategy's Expected Result/Impact: Increased recognition of students who meet expectations for attendance, increased awareness about problems and efforts to resolve via frequent and positive communication.

Staff Responsible for Monitoring: SBDM, administration, attendance committee.

Strategy 3: Provide training for all leadership and other administrative staff on customer service.

Strategy's Expected Result/Impact: Improved perception by the community and a willingness to engage with the school at a higher level.

Staff Responsible for Monitoring: Principal

Action Step 1 Details	Reviews			
<p>Action Step 1: Enroll all office staff as well as counselors in Carnegie Customer service training online.</p> <p>Intended Audience: All personnel who frequently contact our community</p> <p>Date(s) / Timeframe: Delver by 3rd week</p> <p>Provider / Presenter / Person Responsible: Carnegie</p> <p>Collaborating Departments: Campus/vendor</p> <p>Delivery Method: Online training</p> <p>Funding Sources: Professional development - Title I (211) - 211-13-6299-04N-051-30-510-000000-23F10 - \$4,130</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 1049 to 949 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 8% to 5% by May 2023.

Evaluation Data Sources: Discipline data run over past 3 years

Strategy 1: Book study on relational leadership in the classroom.

Strategy's Expected Result/Impact: Improved relationships that foster respect and better behavior.

Staff Responsible for Monitoring: Assistant principal, teachers

Action Step 1 Details	Reviews			
<p>Action Step 1: Locate and purchase study materials for teachers</p> <p>Intended Audience: All classroom teachers</p> <p>Date(s) / Timeframe: Deliver beginning week 2</p> <p>Provider / Presenter / Person Responsible: Escamilla, McGee, Mendoza, counselors</p> <p>Collaborating Departments: counseling, administration</p> <p>Delivery Method: Face to face at Faculty meeting New teachers will have small group sessions after school.</p> <p>Funding Sources: Study materials - BEA (199 PIC 25) - 199-13-6329-001-051-25-273-000000 - \$3,181</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 ___ to ___ by May 2023.

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 10 to 15 by May 2023.

Evaluation Data Sources: Sign in sheets and agendas

Strategy 1: FES to develop plans for biweekly events that target parents and parenting...

Strategy's Expected Result/Impact: Engage more parents in the support and development of a safe and happy school for their children.

Staff Responsible for Monitoring: Mendoza

Action Step 1 Details	Reviews			
Action Step 1: Provide incentives for attendance at parent meetings Intended Audience: Campus parents Date(s) / Timeframe: Begin by week 3 Provider / Presenter / Person Responsible: FES and principal Delivery Method: Face to face and zoom meetings Funding Sources: Incentives - Parent Engagement - 211-61-6499-04L-051-30-510-000000-23F10 - \$3,334.50	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-051-30-510-000000-23F10	\$13,000.00
1	1	2	1	Instructional coach	Instructional Coach	211-13-6119-04N-051-30-510-000000-23F10	\$80,000.00
1	2	1	1	Incentives	Snacks or incentives for students	211-11-6499-04N-051-30-510-000000-23F10	\$8,000.00
1	2	2	1	Book study materials	Reading materials for professional development	211-13-6329-04N-051-30-510-000000-23F10	\$4,000.00
2	1	3	1	Kagan training	Contracted instructional services	211-11-6299-04N-051-30-510-000000-23F10	\$10,000.00
3	1	1	2	Data analyst	Data Analyst	211-13-6119-04N-051-30-510-000000-23F10	\$83,000.00
4	1	3	1	Professional development	Contracted professional development	211-13-6299-04N-051-30-510-000000-23F10	\$4,130.00
Sub-Total							\$202,130.00
Budgeted Fund Source Amount							\$202,130.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	4	1	Hourly tutoring pay for teachers	Tutors with degree or certified	199-13-6117-001-051-24-273-000000-	\$11,254.00
Sub-Total							\$11,254.00
Budgeted Fund Source Amount							\$11,254.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Incentives	Snacks for Parents to promote participation	211-61-6499-04L-051-30-510-000000-23F10	\$3,334.50
Sub-Total							\$3,334.50
Budgeted Fund Source Amount							\$3,334.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Study materials	Reading materials for professional development	199-13-6329-001-051-25-273-000000	\$3,181.00
Sub-Total							\$3,181.00
Budgeted Fund Source Amount							\$3,181.00
+/- Difference							\$0.00
Grand Total Budgeted							\$219,899.50
Grand Total Spent							\$219,899.50
+/- Difference							\$0.00