

Fort Worth Independent School District
054 Morningside Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Morningside Middle is a Title I public school with 97% of its students being Economically Disadvantaged and services South Fort Worth residents and is under the Polytechnic High School Pyramid and we currently have 3 Elementary feeder schools. Our campus has primarily two ethnic groups; African American and Hispanic which are represented almost equally. Approximately 36% of our students are English Learners and 10% Special Education population.

Demographics Strengths

Morningside is a culturally diverse campus with multiple languages spoken by students on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 46% of Economically Disadvantaged students did not meet approaches on the 2019 STAAR test. **Root Cause:** The root cause is that teachers do not have a clear understanding of how to connect instructional practices to culturally relevant materials.

Problem Statement 2: 50% of the student population are Hispanic compared to 2% of the teaching staff. **Root Cause:** The root cause is that there is no recruitment strategy in place to create a pipeline for Hispanic teachers in middle school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- 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
- 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
- T-P ESS data

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 47 % to 57 % by May 2023.

Increase the percentage of Hispanic or Latino students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 48 % by May 2023.

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: Students overall scores will increase in reading and for those who are not meeting the expected growth teachers will be able to identify those students and provide differentiated support.

Staff Responsible for Monitoring: ILT

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum standards, literacy and biliteracy, and culturally responsive instructional strategies.</p> <p>Intended Audience: ILT team, Teachers</p> <p>Date(s) / Timeframe: School year 22-23</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Delivery Method: Uploaded in Google drive</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Train teachers on effective lesson planning that is aligned to the STAAR. Intended Audience: Teachers Date(s) / Timeframe: Aug-May Provider / Presenter / Person Responsible: Easter- IC & McGuire- AP Collaborating Departments: None Delivery Method: None Funding Sources: - Title I (211) - 211-11-6121-OPD-054-30-510-000000-23F10 - \$2,350, - SCE (199 PIC 24) - 199-11-6112-001-054-24-273-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teacher training on aggressive monitoring using TEAL. Intended Audience: Teachers Date(s) / Timeframe: Aug-May Provider / Presenter / Person Responsible: IC Delivery Method: face to face and virtually Funding Sources: - Title I (211) - 211-11-6116-OPD-054-30-510-000000-23F10 - \$7,540	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: School-wide book study. Intended Audience: Instructional Leaders. Date(s) / Timeframe: Sept. Provider / Presenter / Person Responsible: ILT Funding Sources: Reading material - BEA (199 PIC 25) - 199-13-6329-001-054-25-273-000000 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Strategy 2: 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.

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Create time built into the teachers schedule for PLC. Intended Audience: Teachers Date(s) / Timeframe: Aug - May Provider / Presenter / Person Responsible: ILT Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Use Morningside Middle Schools Lesson plan document to create effective plans. Intended Audience: Teachers Date(s) / Timeframe: Aug- May Provider / Presenter / Person Responsible: ILT	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring Fundamental Four is implemented daily using district-approved resources.

Staff Responsible for Monitoring: ILT team

Action Step 1 Details	Reviews			
Action Step 1: Use the curriculum framework to establish what is being taught and then map out lessons accordingly. Intended Audience: Teachers Date(s) / Timeframe: Aug- May Provider / Presenter / Person Responsible: ILT	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Training and professional development on the FWISD Literacy Framework, Fundamental Four and the available district-approved resources Intended Audience: Teachers	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Aug- May

Provider / Presenter / Person Responsible: ILT

Collaborating Departments: district curriculum and support team

Funding Sources: - Title I (211) - 211-11-6116-OPD-054-30-510-000000-23F10 - \$7,500



No Progress



Accomplished



Continue/Modify



Discontinue

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 48% to 55% 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 39% to 43% by May 2023.





High Priority

HB3 District Goal





Evaluation Data Sources: MAP data

Strategy 1: 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.





Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of math teachers trained in Carnegie math.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: By August 16,2022</p> <p>Funding Sources: Professional Development (Saturdays, afterschool, and during PLCs) for implementing a new curriculum, math manipulatives to increase student engagement and understanding,and general supplies for implementation of PD. - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$3,075</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Train teachers on effective lesson planning that is aligned to the STAAR.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August-May</p> <p>Provider / Presenter / Person Responsible: Arnold- IC & Martinez-AP</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-054-30-510-000000-23F10 - \$29,350</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Teacher training on aggressive monitoring using TIL structure. Intended Audience: Teachers Date(s) / Timeframe: August- May Provider / Presenter / Person Responsible: ILC Funding Sources: Professional Development to be delivered and implemented during PLC time and materials for implementation. - Title I (211) - 211-13-6399-04N-054-30-510-000000-23F10	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Action Step 1 Details	Reviews			
Action Step 1: Create time built into the teachers schedule for PLC. Intended Audience: Teachers Date(s) / Timeframe: August-May Provider / Presenter / Person Responsible: ILT Funding Sources: PLC Binders and Data Resources - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Use Morningside Middle Schools Lesson plan document to create effective plans. Intended Audience: Teachers Date(s) / Timeframe: August-May Funding Sources: Professional Development for each 6-weeks to utilize backwards design lesson planning on Saturdays or afterschool and materials for implementation. - Title I (211) - 211-11-6116-0PD-054-30-510-000000-23F10	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: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention, and formative assessment from the Curriculum Framework.





Action Step 1 Details	Reviews			
Action Step 1: Use the curriculum framework to establish what they are teaching and then map out lessons accordingly. Intended Audience: ILT Date(s) / Timeframe: August-May Provider / Presenter / Person Responsible: ILT	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data Analyst to provide weekly assessments and support to teachers as they analyze data (BOY, MOY, EOY). Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-054-30-510-000000-23F10 - \$70,000	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 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 ___% to ___% 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 ___% to ___% by May 2023.

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.

Action Step 1 Details	Reviews			
Action Step 1: The master schedule includes at least one PLC weekly for teacher teams to meet. Funding Sources: - BEA (199 PIC 25) - 199-32-6299-001-054-25-273-000000 - \$985, - Title I (211) - 211-32-6299-04N-054-30-510-000000-23F10 - \$3,000, - Title I (211) - 211-11-6129-04N-054-30-510-000000-23F10 - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: PLC meetings have a specific focus aligned to the district and/or campus goals."	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Action Step 1 Details	Reviews			
Action Step 1: Data Analysts purchase supplies needed to facilitate and train teachers. Intended Audience: Teachers Date(s) / Timeframe: Aug.	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: DA

Funding Sources: General supplies for instructional or data use. - Title I (211) -
211-11-6399-04N-054-30-510-000000-23F10 - \$610



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 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 49% to 40% by May 2023.

Strategy 1: FES make warm calls daily to ensure students are getting to campus prior to ADA period.

Staff Responsible for Monitoring: Marc

Action Step 1 Details	Reviews			
Action Step 1: FES create schedule with built in time daily to make warm calls to parents.	Formative			Summative
Funding Sources: General Supplies - Parent Engagement - 211-61-6399-04L-054-30-510-000000-23F10 - \$300	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Attendance Celebrations each 6 weeks.





Strategy's Expected Result/Impact: Increased

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Create a celebration calendar to celebrate students with student friendly incentives.	Formative			Summative
Intended Audience: 6-8 students	Nov	Jan	Mar	June
Date(s) / Timeframe: The end of each 6 weeks.				
Provider / Presenter / Person Responsible: Attendance team				
Funding Sources: Incentives - Title I (211) - 211-11-6499-04N-054-30-510-000000-23F10 - \$500				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Parent engagement activities to connect school and home.

Strategy's Expected Result/Impact: Student attendance & Grades

Staff Responsible for Monitoring: FES

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**





Lever 3: Positive School Culture

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 60% to 50% by May 2023.
Decrease the number of discipline referrals by school personnel for African American and SPED students from 60% to 55% by May 2023.

Strategy 1: Campus staff expected to use VIP link form to document behaviors that are minor with teacher redirection.

Staff Responsible for Monitoring: Admin, Counselors, Interventionists, CIS

Action Step 1 Details	Reviews			
Action Step 1: Construct a new VIP form for staff to use and keep it in central hub for all to use. Train staff on how to use the form effectively.	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: Utilize the Character curriculum during Advisory to address SEL and to help cultivate leadership around the campus.

Strategy's Expected Result/Impact: Address behaviors that are associated with Trauma which will help and give Scholars a way to process their emotions in a positive way.

Staff Responsible for Monitoring: Advisory Teacher.

Title I:





4.2

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Address behaviors associated with Trauma which will help and give Scholars a way to process their emotions positively.</p> <p>Intended Audience: 6-8th grade Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Advisory Teacher/Mentor Collaborating Departments: All staff Delivery Method: Daily through a Character Curriculum that will be used during Advisory.</p> <p>Funding Sources: Character Curriculum - Title I (211) - 211-11-6398-04N-054-30-510-000000-23F10 - \$3,500 , Transportation for Educational Field trips - SCE (199 PIC 24) - 199-11-6412-001-054-24-273-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Address behaviors associated with Trauma which will help and give Scholars a way to process their emotions positively.</p> <p>Intended Audience: 6-8th grade Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Advisory Teacher/Mentor Collaborating Departments: All staff Delivery Method: Daily through a Character Curriculum that will be used during Advisory.</p> <p>Funding Sources: Character Curriculum - Title I (211) - 211-11-6398-04N-054-30-510-000000-23F10 - \$3,500 , Transportation for Educational Field trips - SCE (199 PIC 24) - 199-11-6412-001-054-24-273-000000- - \$1,000</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>				

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 and SPED students from 60% to 55% by May 2023.

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.

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 3 to 6 by May 2023.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLCs, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Action Step 1 Details	Reviews			
Action Step 1: Family communication specialist provide a survey to parents seeking back ground information regarding their needs. Intended Audience: Parent Date(s) / Timeframe: Monthly starting September Funding Sources: General - Parent Engagement - 211-61-6399-04L-054-30-510-000000-23F10 - \$300	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monthly parent meetings. Intended Audience: Parents Date(s) / Timeframe: September-May Collaborating Departments: FES Funding Sources: - Parent Engagement - 211-61-6399-04L-054-30-510-000000-23F10 - \$1,758	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: Family communication specialist provide a survey to parents seeking back ground information regarding their needs.

Strategy's Expected Result/Impact: Create programs to meet the need of parents.

Staff Responsible for Monitoring: FES

TEA Priorities:

Improve low-performing schools

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Extra duty pay for PD after hours (Support Personnel)	211-11-6121-0PD-054-30-510-000000-23F10	\$2,350.00
1	1	1	3		Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-23F10	\$7,540.00
1	1	3	2		Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-23F10	\$7,500.00
2	1	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-23F10	\$29,350.00
2	1	1	3	Professional Development to be delivered and implemented during PLC time and materials for implementation.	Supplies and materials for professional development	211-13-6399-04N-054-30-510-000000-23F10	\$0.00
2	1	2	2	Professional Development for each 6-weeks to utilize backwards design lesson planning on Saturdays or afterschool and materials for implementation.	Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-23F10	\$0.00
2	1	3	2	Data Analyst	Data Analyst	211-13-6119-04N-054-30-510-000000-23F10	\$70,000.00
3	1	1	1		Teacher Assistant	211-11-6129-04N-054-30-510-000000-23F10	\$25,000.00
3	1	1	1		Contracted student support services	211-32-6299-04N-054-30-510-000000-23F10	\$3,000.00
3	1	2	1	General supplies for instructional or data use.	Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-23F10	\$610.00
4	1	2	1	Incentives	Snacks or incentives for students	211-11-6499-04N-054-30-510-000000-23F10	\$500.00
4	2	2	1	Character Curriculum	Equipment	211-11-6398-04N-054-30-510-000000-23F10	\$3,500.00
4	2	2	2	Character Curriculum	Equipment	211-11-6398-04N-054-30-510-000000-23F10	\$3,500.00
Sub-Total							\$152,850.00
Budgeted Fund Source Amount							\$149,350.00
+/- Difference							-\$3,500.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Subs for supplemental instruction	199-11-6112-001-054-24-273-000000-	\$2,000.00
2	1	1	1	Professional Development (Saturdays, afterschool, and during PLCs) for implementing a new curriculum, math manipulatives to increase student engagement and understanding, and general supplies for implementation of PD.	Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$3,075.00
2	1	2	1	PLC Binders and Data Resources	Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$2,000.00
4	2	2	1	Transportation for Educational Field trips	Transportation costs for students	199-11-6412-001-054-24-273-000000-	\$1,000.00
4	2	2	2	Transportation for Educational Field trips	Transportation costs for students	199-11-6412-001-054-24-273-000000-	\$1,000.00
Sub-Total							\$9,075.00
Budgeted Fund Source Amount							\$8,075.00
+/- Difference							-\$1,000.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	General Supplies	Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-23F10	\$300.00
4	4	1	1	General	Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-23F10	\$300.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-23F10	\$1,758.00
Sub-Total							\$2,358.00
Budgeted Fund Source Amount							\$2,358.00
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Reading material	Reading materials for professional development	199-13-6329-001-054-25-273-000000	\$500.00
3	1	1	1		Contracted student support services	199-32-6299-001-054-25-273-000000	\$985.00
Sub-Total							\$1,485.00
Budgeted Fund Source Amount							\$1,485.00
+/- Difference							\$0.00
Grand Total Budgeted							\$161,268.00
Grand Total Spent							\$165,768.00
+/- Difference							-\$4,500.00