

Fort Worth Independent School District
120 Rufino Mendoza Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Our TEAM will build strong relationships in our school community to lead and inspire social and emotional growth and high academic success so that all scholars achieve excellence in life.

Vision

A school community where ALL are inspired, feel loved, and achieve excellence!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- District Goals 11
 - 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. 12
 - 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. 24
 - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 36
 - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 44
- Campus Funding Summary 58
- Addendums 61

Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

Rufino Mendoza Elementary is a small neighborhood PK-5 school located in Fort Worth's historic North Side with approximately 348 students enrolled for the 2022-2023 school year. According to 2021-2022, the student body is approximately 95% Hispanic, 3% White, and 1% African American and two or more races. The campus is a Title 1 Schoolwide program and has a 96% ED rate. The community we serve is representative of the student body demographically. As a neighborhood school we service generations of the same families and have a low mobility rate of 12%. There are approximately 37 staff members - 39% have been in education for 11-20 years, and 27% for 1-5 years. The staff is 58% White, 35% Hispanic, and 4% African American.

Demographics Strengths

- Low teacher student ratios - average is 13:1
- High attendance rate - 95.1%
- Mentors and coaches are provided for new teachers.
- Teachers are qualified and certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite a high attendance rate average of 95.1% STAAR and MAP scores do not indicate consistent student growth in all grade levels. **Root Cause:** Teachers need more support and professional learning on identifying misconceptions and addressing gaps in student understanding through differentiation and scaffolding when planning Tier 1 culturally relevant, highly engaging Tier 1 instruction.

Problem Statement 2 (Prioritized): There will be a lack of cohesion in 3rd - 5th grade teams and in the administrative teams for the 2022-2023 school year. **Root Cause:** High staff turnover for the 2022-2023 school year due primarily to promotions, retirements, and out of state moves.

Student Learning

Student Learning Summary

On the Spring 2022 STAAR assessments, campus Domain 1 Scores (All Testers & All Tests) were 40% Approaches, 15% Meets, and 7% Masters. Domain 1 scores broken down by respective tests were - Math: 34% Approaches, 8% Meets and 2% Masters; Reading: 51% Approaches, 26% Meets and 15% Masters. Fifth grade students scored lower in Science (25% Approaches, 5% Meets, 2% Masters) than in both Math and Reading. These percentages are within 2-3 percentage points for the Hispanic and EL subgroups as well.

While there was an overall increase in average growth across all grade levels for MAP Growth Math (6.5%) and Reading (6.8%), the campus average scores were 20 to 25 points lower than the national average in both Math and Reading. 2nd and 5th grades were the only two grade levels to meet or exceed their MAP Growth projection for the EOY assessment. Compared to campuses across the district in this year's benchmarks, this trend continues with only 5th grade Reading, and 3rd and 4th grade Spanish Reading percentages at or above the District average.

Student Learning Strengths

For the 2021-2022 school year, the school met the Growth Target in reading: All 82%, Hispanic 82%, Economically Disadvantaged 82%, Emerging Bilingual/English Learners 82%, Special Education 80%, and Continuously Enrolled 82%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Report card passing rates are higher than student proficiency in Math and Reading as demonstrated on MAP and Benchmark assessments. **Root Cause:** Teachers need additional support and training in scaffolding and accommodations so students receive the appropriate amount and type of support in all assessments (formal and informal).

Problem Statement 2 (Prioritized): From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 3 (Prioritized): From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 4 (Prioritized): From BOY to MOY only 32.6% of students in K-5 met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and professional learning to build the capacity in scaffolding Math instruction from concrete to abstract and in implementation of the new Eureka program with support during PLC's.

School Processes & Programs

School Processes & Programs Summary

The campus offers the following programs for students - Gifted and Talented, Communities in Schools, Fort Worth YMCA Afterschool Program, Special Education, Dual Language, ESL, and 1:1 Technology.

Tutoring is also offered for students needing additional support or attendance make up. Tutoring began on a volunteer basis in the first semester and is now K-5 afterschool with at least one teacher per grade level working with students 1-3 hours per week as part of the High Impact Tutoring Program. In addition, the administrative team is pushing into classrooms in 3rd-5th to pull small groups along with the teacher so all students receive focused support a minimum of three days per week.

Family events have also returned with the lifting of visitor restrictions due to COVID-19. We have had three successful parent evening events and have two more planned prior to the end of the school year. We also have virtual Coffee with the Principal during which our Family Engagement Specialist and various staff members present to parents, sharing important information such as how to access TeleHealth and Parent Portal, and strategies to support their student's learning at home.

School Processes & Programs Strengths

- Approximately 95.4% of our student population are EL's. 39% are receiving bilingual instruction that utilizes Spanish language resources to support student growth and close gaps.
- We are a 1:1 campus, therefore, all students have access to technology to support individual learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Individual student academic needs are not being adequately and consistently met in Tier 1 instruction and interventions. **Root Cause:** Teachers need support and training in identifying and meeting individual needs through instructional best practices in both Tier 1 instruction and MTSS interventions.

Problem Statement 2: Referral process for 504 and Special Education has been slowed by lack of documentation of interventions. **Root Cause:** Teachers need additional time and support in planning, providing and documenting interventions.

Perceptions

Perceptions Summary

On the last parent climate survey given by FWISD, 86% of parents indicated they were satisfied with Rufino Mendoza Elementary. Fall 2021 Panorama SEL data indicates that 60% of students responded favorably to having a sense of belonging to the school, students also report difficulty in regulating their emotions (39% favorable response) which aligns with data for the District as a whole. 89% of students responded favorably to having supportive relationships with friends, family and adults at the school, a 5 point increase from the Spring of 2021.

Staff has a low turnover rate of 10% over the past three years; most of the turnover that did occur was due to teachers receiving promotions (i.e. AP, Campus Instructional Coach) or moving out of District to be closer to home. There was an increase in the percentage of staff favorably reporting that the campus is an inviting work environment (7% increase) as well as in the staff responding favorably to staff-leadership relationships (7% increase). The Instructional Leadership Team made of representatives from each grade level and department have met throughout the year to develop strategies to address student and staff Panorama SEL data and craft a new vision for the campus. S

SEL for students is incorporated throughout the school day through Restorative Practices check-ins and Fridays during Social Studies have been set aside for community building within the classroom using restorative circles and treatment agreement goal setting. Staff SEL is also built in weekly through Restorative Practices check ins during PLCs, use of the Rhithm app each Thursday, and an anonymous weekly Thursday check-in in which staff is asked to share celebrations, questions and feedback for improvement.

Discipline data indicated few students are referred to the office and a low number of suspensions for students in 3rd-5th grade with a few students having multiple referrals. However, 50% of the disciplinary reports that were made were for African American students who make up 2% of our students population.

Perceptions Strengths

-Staff panorama survey shows improvements from the year before in regards to students feeling like they belong.

-Community involvement in the school has increased from 0 to 4 events-Movie Night, Multicultural Night, Math Night, Meet the Teacher.

-Parent volunteers increased from 0 to 10. All 4 events were led by teachers.

Staff engagement has improved since last year from 0 to 10. Running Club, Student Council, Garden Committee were led by

staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline issues impacting the campus, more often than not, are those that negatively impact student learning because of trauma. These issues have the possibility of being minor if teachers address the issue in a positive, caring way, which will lead the student to deescalate on his/her own. **Root Cause:** The campus will provided additional support and training in the areas of trauma, PBIS, and meeting student social-emotional needs when managing the classroom.

Problem Statement 2 (Prioritized): Only 60% of students responded favorably to having a sense of belonging to the school and only 39% responded favorably to being able to regulate their emotions. **Root Cause:** The PBIS committee, counselor, and admin team did not meet to develop a plan and calendar for the staff to align SEL focus/topics at the campus, counselor, and classroom level.

Priority Problem Statements

Problem Statement 4: Despite a high attendance rate average of 95.1% STAAR and MAP scores do not indicate consistent student growth in all grade levels.

Root Cause 4: Teachers need more support and professional learning on identifying misconceptions and addressing gaps in student understanding through differentiation and scaffolding when planning Tier 1 culturally relevant, highly engaging Tier 1 instruction.

Problem Statement 4 Areas: Demographics

Problem Statement 3: Individual student academic needs are not being adequately and consistently met in Tier 1 instruction and interventions.

Root Cause 3: Teachers need support and training in identifying and meeting individual needs through instructional best practices in both Tier 1 instruction and MTSS interventions.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 6: There will be a lack of cohesion in 3rd - 5th grade teams and in the administrative teams for the 2022-2023 school year.

Root Cause 6: High staff turnover for the 2022-2023 school year due primarily to promotions, retirements, and out of state moves.

Problem Statement 6 Areas: Demographics

Problem Statement 5: From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade.

Root Cause 5: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 5 Areas: Student Learning

Problem Statement 7: Only 60% of students responded favorably to having a sense of belonging to the school and only 39% responded favorably to being able to regulate their emotions.

Root Cause 7: The PBIS committee, counselor, and admin team did not meet to develop a plan and calendar for the staff to align SEL focus/topics at the campus, counselor, and classroom level.

Problem Statement 7 Areas: Perceptions

Problem Statement 2: From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English.

Root Cause 2: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 2 Areas: Student Learning

Problem Statement 1: From BOY to MOY only 32.6% of students in K-5 met or exceeded their projected growth on MAP Growth Math.

Root Cause 1: Teachers need support and professional learning to build the capacity in scaffolding Math instruction from concrete to abstract and in implementation of the new Eureka program with support during PLC's.

Problem Statement 1 Areas: Student Learning

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 PK students who score On Track on Circle Phonological Awareness in English from 95.7% to 100% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84.6% to 94.6% by May 2023.

*Increase the percentage of Emergent Bilingual (EL) PK students who score On Track on Circle Phonological Awareness in Spanish from 84.6% to 94.6% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Circle Literacy

Strategy 1: Improve the quality of Tier 1 instruction by developing the capacity of Pre-K teachers to implement district curriculum and approved resources (Creative Curriculum, etc.)

Strategy's Expected Result/Impact: Increase in student mastery as measured by CLI assessments

Staff Responsible for Monitoring: Teachers, Administrators, Campus Instructional Coach

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required PK teachers and staff enroll, attend, and progress through required foundational and follow-up priority professional learning for Early Learning (Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2022 (second semester).</p> <p>Intended Audience: Teachers, Teacher Assistants, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2022</p> <p>Provider / Presenter / Person Responsible: Early Learning Department</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department</p> <p>Delivery Method: NA</p> <p>Funding Sources: Substitutes for professional learning and collaborative planning - Title I (211) - 211-11-6112-OPD-120-30-510-000000-23F10 - \$3,350</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure 100% of Dual Language teachers/staff enroll, attend, and progress through the Dual Language Academy.</p> <p>Intended Audience: Dual Language Teachers K-5, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: June 28, 2022, July 28, 2022</p> <p>Provider / Presenter / Person Responsible: Multilingual Education Department Principal Dual Language Teachers</p> <p>Collaborating Departments: Multilingual Education Department</p> <p>Delivery Method: Workshop - In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Teaching Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by September 19, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Literacy Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 70% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Literacy Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Provide support, materials, and resources to address gaps in student learning and mastery in Tier 1 instruction and interventions.

Strategy's Expected Result/Impact: Increased student growth as measured via MAP assessments

Staff Responsible for Monitoring: Teachers, Administrators, Campus Coach

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Gather a list of consumable materials needed for interactive learning experiences outlined in the curriculum in grades Pre-K to 5 by September 9, 2022.</p> <p>Intended Audience: Teachers, Principal</p> <p>Date(s) / Timeframe: August 2022 to September 9, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, Secretary, Teachers</p> <p>Collaborating Departments: Literacy Department Math Department Early Learning Department</p> <p>Delivery Method: NA</p> <p>Funding Sources: Materials, supplies and resources - Title I (211) - 211-11-6399-04E-120-30-510-000000-23F10 - \$7,533</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hire, train, and supervise three Title 1 Teacher Assistants to provide classroom support, particularly for Tier 2 and Tier 3 students.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p> <p>Funding Sources: Three Title 1 Teacher Assistants - Title I (211) - 211-11-6129-04E-120-30-510-000000-23F10 - \$38,601</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 3: From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 30% to 40% by May 2023.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 23% to 33% by May 2023.

*Increase the percentage of Kindergarten - Grade 3 ELL students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 23% to 33% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Fluency - BOY, MOY, EOY

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding grade level standards on MAP Fluency.

Staff Responsible for Monitoring: Principal, AP, Teachers, Campus Instructional Coach

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of Dual Language teachers/staff enroll, attend, and progress through the Dual Language Academy.</p> <p>Intended Audience: Dual Language Teachers K-5, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: June 28, 2022, July 28, 2022</p> <p>Provider / Presenter / Person Responsible: Multilingual Education Department Principal Dual Language Teachers</p> <p>Collaborating Departments: Multilingual Education Department</p> <p>Delivery Method: Workshop - In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure 100% of Special Education teachers/staff enroll, attend, and progress through Don Johnson and GoalBook training by November 30, 2022.</p> <p>Intended Audience: Special Education Teachers</p> <p>Date(s) / Timeframe: June 2, 2022 to November 30, 2022.</p> <p>Provider / Presenter / Person Responsible: Special Education Department</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: Face-to-Face or Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Teaching Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by September 19, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team</p> <p>Date(s) / Timeframe: August-September 2022</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: High quality Tier 1 instruction that meets the needs of all learners (proficiency in T-TESS instructional domain) including emergent bilingual and special education students.

Staff Responsible for Monitoring: Principal, AP, CIC

TEA Priorities:





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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for Amplify by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p>Intended Audience: Teachers (including SpEd), CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022; February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department; Vendor</p> <p>Collaborating Departments: Literacy Department; Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: supplies and materials for implementation of Amplify instruction - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000 - \$500, supplies and materials for emergent bilingual students for implementation of Amplify Instruction in both languages - BEA (199 PIC 25) - 199-11-6399-001-120-25-313-000000 - \$519</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Teaching Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by September 19, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team</p> <p>Date(s) / Timeframe: August-September 2022</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade. Root Cause: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation</p>
<p>Problem Statement 3: From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English. Root Cause: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation</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 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 38.6% to 47% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 52% to 60% by May 2023.

*Increase the percentage of Economically Disadvantaged (ED) students in Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37.7% to 47% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Reading English and Spanish

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: Increase in student growth as measured on MAP Assessments.

Staff Responsible for Monitoring: Teachers, Administrators, Campus Instructional Coach

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs (including emergent bilingual and special education students) with district-approved resources and data with Pre-K-5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department, Special Education Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of the Science of Teaching Reading, Amplify, Creative Curriculum, Dual Language best practices, and Reading Academies content and share observation cycle with staff by September 1, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Literacy Department, Multilingual Education Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Literacy Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: High quality Tier 1 instruction that meets the needs of all students, including our emergent bilingual and special education students.

Staff Responsible for Monitoring: Principal, AP, CIC

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2, 3, 4


Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2022, develop and publicize PLC schedules for first semester, including campus administrator to attend each PLC Intended Audience: Teachers, CIC Date(s) / Timeframe: August 31, 2021 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: NA Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By September 12, 2022, train 100% of literacy teachers/staff in FWISD PLC Framework Intended Audience: Teachers, CIC Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Academics Division Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure focus of at least 70% of literacy PLCs focus on lesson internalization, planning, and practice for Amplify and Creative Curriculum teachers. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Early Learning Department, Multilingual Education Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Ensure focus of at least 30% of literacy PLCs focus on analyzing student work for Amplify and Creative Curriculum teachers. Intended Audience: Teachers, CIC	Formative			Summative
	Nov	Jan	Mar	June


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


Provider / Presenter / Person Responsible: Principal, AP, CIC


Collaborating Departments: Literacy Department, Early Learning Department, Multilingual Education Department, Special Education Department

Delivery Method: Face-to-Face

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Despite a high attendance rate average of 95.1% STAAR and MAP scores do not indicate consistent student growth in all grade levels. **Root Cause:** Teachers need more support and professional learning on identifying misconceptions and addressing gaps in student understanding through differentiation and scaffolding when planning Tier 1 culturally relevant, highly engaging Tier 1 instruction.

Student Learning

Problem Statement 2: From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 3: From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English. **Root Cause:** Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation

Problem Statement 4: From BOY to MOY only 32.6% of students in K-5 met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and professional learning to build the capacity in scaffolding Math instruction from concrete to abstract and in implementation of the new Eureka program with support during PLC's.

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 PK students who score On Track on Circle Math in English from 96% to 100% by May 2023. Increase the percentage of ELL PK students who score On Track on Circle Math in Spanish from 69% to 79% by May 2023.

High Priority

Evaluation Data Sources: Circle Math

Strategy 1: Improve the quality of Tier 1 instruction by developing the capacity of Pre-K teachers to implement district curriculum and approved resources (Creative Curriculum, etc.)

Strategy's Expected Result/Impact: Increase in student mastery as measured by CLI assessments

Staff Responsible for Monitoring: Teachers, Administrators, Campus Instructional Coach

TEA Priorities:

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

- ESF Levers:





Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required PK teachers and staff enroll, attend, and progress through required foundational and follow-up priority professional learning for Early Learning (Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2022 (second semester).</p> <p>Intended Audience: Teachers, Teacher Assistants, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2022</p> <p>Provider / Presenter / Person Responsible: Early Learning Department</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Substitutes for professional learning and collaborative planning with PLC - Title I (211) - 211-11-6112-0PD-120-30-510-000000-23F10 - \$2,820</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure 100% of Dual Language teachers/staff enroll, attend, and progress through the Dual Language Academy.</p> <p>Intended Audience: Dual Language Teachers K-5, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: June 28, 2022, July 28, 2022</p> <p>Provider / Presenter / Person Responsible: Multilingual Education Department Principal Dual Language Teachers</p> <p>Collaborating Departments: Multilingual Education Department</p> <p>Delivery Method: Workshop - In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: By August 26, 2022, develop a system/cycle of observation and feedback of Math instruction aligned to Eureka and FWISD Instructional Framework with staff by September 1, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team</p> <p>Date(s) / Timeframe: August-September 2022</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023. Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Literacy Department Delivery Method: NA	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: Provide support, materials, and resources to address gaps in student learning and mastery in Tier 1 instruction and interventions.

Strategy's Expected Result/Impact: Increased student growth as measured via MAP assessments

Staff Responsible for Monitoring: Teachers, Administrators, Campus Coach

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Gather a list of consumable materials needed for interactive learning experiences outlined in the curriculum in grades Pre-K to 5 by September 9, 2022.</p> <p>Intended Audience: Teachers, Principal</p> <p>Date(s) / Timeframe: August 2022 to September 9, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, Secretary, Teachers</p> <p>Collaborating Departments: Literacy Department Math Department Early Learning Department</p> <p>Delivery Method: NA</p> <p>Funding Sources: Supplies, materials and resources for instructional use - Title I (211) - 211-11-6399-04E-120-30-510-000000-23F10 - \$6,775</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hire, train, and supervise three Title 1 Teacher Assistants to provide classroom support, particularly for Tier 2 and Tier 3 students.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p> <p>Funding Sources: Three Title 1 Teacher Assistants - Title I (211) - 211-11-6129-04E-120-30-510-000000-23F10 - \$38,601</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: From BOY to MOY, the percentage of students meeting projected growth on the MAP Growth Spanish Reading assessment decreased from 25% to 10% in second grade, and 41% to 36% in 3rd Grade. Root Cause: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation</p> <p>Problem Statement 3: From BOY to MOY only 38.6% of students in K-5 met or exceeded their projected growth MAP Growth Reading in English. Root Cause: Teachers need support and professional learning to increase proficiency in implementing the Science of Reading in order to build a strong Literacy Foundation</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 Kinder students who score On Track on TX-KEA Math from 41% to 51% by May 2023. Increase the percentage of Economically Disadvantaged students who score On Track on TX-KEA Math from 39% to 39% by May 2023.

High Priority

Evaluation Data Sources: TX-KEA

Strategy 1: Improve Tier 1 Math instruction in K - 5 using Eureka Math to focus on math fluency and concept attainment 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: Increase in students who score On Track on TX-KEA will increase.

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of Dual Language teachers/staff enroll, attend, and progress through the Dual Language Academy.</p> <p>Intended Audience: Dual Language Teachers K-5, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: June 28, 2022, July 28, 2022</p> <p>Provider / Presenter / Person Responsible: Multilingual Education Department Principal Dual Language Teachers</p> <p>Collaborating Departments: Multilingual Education Department</p> <p>Delivery Method: Workshop - In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure 100% of Special Education teachers/staff enroll, attend, and progress through Don Johnson and GoalBook training by November 30, 2022. Intended Audience: Special Education Teachers Date(s) / Timeframe: June 2, 2022 to November 30, 2022. Provider / Presenter / Person Responsible: Special Education Department Collaborating Departments: Special Education Department Delivery Method: Face-to-Face or Virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka, the curriculum framework, and best practices and share observation cycle with staff by September 1, 2022. Intended Audience: Teachers, Instructional leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023. Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA	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 PK-5 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: Increase in students who score On Track on TX-KEA will increase.

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:





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

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
 - Targeted Support Strategy

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for Eureka by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p>Intended Audience: Teachers (including SpEd), CIC, Campus Administrators Date(s) / Timeframe: November 30, 2022; February 28, 2023 Provider / Presenter / Person Responsible: Math Department Collaborating Departments: Math Department; Office of Instructional Initiatives and School Supports Delivery Method: Face-to-Face</p> <p>Funding Sources: materials for implementation of Eureka instruction - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000 - \$613, materials for implementation of Eureka instruction with emergent bilingual students - BEA (199 PIC 25) - 199-11-6399-001-120-25-313-000000 - \$519</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Eureka, Instructional Framework, and instructional best practices and share observation cycle with staff by September 19, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department</p> <p>Delivery Method: NA</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:

Student Learning
<p>Problem Statement 4: From BOY to MOY only 32.6% of students in K-5 met or exceeded their projected growth on MAP Growth Math. Root Cause: Teachers need support and professional learning to build the capacity in scaffolding Math instruction from concrete to abstract and in implementation of the new Eureka program with support during PLC's.</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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 33% to 43% by May 2023.

Increase the percentage of ELL students in Kindergarten - Grade 5 who Meet or Exceed projected growth on MAP Growth in Spanish from 23% to 33% by May 2023.

High Priority

Evaluation Data Sources: MAP Growth

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

Strategy's Expected Result/Impact: Increase in MAP Growth scores as outlined above.

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:

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





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of Math instruction aligned to Eureka, the Instructional Framework and instructional best practices, and share observation cycle with staff by September 19, 2022.</p> <p>Intended Audience: Teachers, Instructional leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment 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: Increase in MAP Growth scores as outlined above.

Staff Responsible for Monitoring: Principal, AP, Teachers, Campus Instructional Coach

TEA Priorities:

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

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2022, develop and publicize PLC schedules for first semester, including campus administrator to attend each PLC Intended Audience: Teachers, CIC Date(s) / Timeframe: August 31, 2021 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: NA Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By September 12, 2022, train 100% of Math teachers/staff in FWISD PLC Framework Intended Audience: Teachers, CIC Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Academics Division Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure focus of at least 70% of Math PLCs focus on lesson internalization, planning, and practice for Eureka and Creative Curriculum teachers. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Early Learning Department, Multilingual Education Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Ensure focus of at least 30% of Math PLCs focus on analyzing student work for Eureka and Creative Curriculum teachers. Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: From BOY to MOY only 32.6% of students in K-5 met or exceeded their projected growth on MAP Growth Math. Root Cause: Teachers need support and professional learning to build the capacity in scaffolding Math instruction from concrete to abstract and in implementation of the new Eureka program with support during PLC's.
--

School Processes & Programs
--

Problem Statement 1: Individual student academic needs are not being adequately and consistently met in Tier 1 instruction and interventions. Root Cause: Teachers need support and training in identifying and meeting individual needs through instructional best practices in both Tier 1 instruction and MTSS interventions.
--

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 3-5 grade students scoring at MEETS or above on STAAR Reading from 17% to 27% by May 2023.

Increase the percentage of ELL students in 3-5 grade scoring at MEETS or above on STAAR Reading from 12% to 22% by May 2023.

High Priority

Evaluation Data Sources: MAP Growth Data projections, District Benchmarks

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

Strategy's Expected Result/Impact: Closing of student gaps for students in Tier 2 and Tier 3 of MTSS, SpEd, and 504 resulting in growth as evidenced by MAP Growth and MAP Fluency (where applicable).

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:

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

- ESF Levers:





Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure focus of at least 30% of literacy and Math PLCs focus on analyzing student work for Amplify, Creative Curriculum and Eureka teachers Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Math Department, Early Learning Department, Multilingual Education Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure focus of at least 70% of literacy and Math PLCs focus on lesson internalization, planning with data, and practice for Amplify, Creative Curriculum, and Eureka teachers.</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department, Early Learning Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Set MOY MAP Growth growth goals with students for MOY by September 23, 2022 and for EOY by February 1, 2023</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: September 23, 2022; February 1, 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p> <p>Funding Sources: Supplies and materials for goal setting and tracking - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Ensure teacher set and review a minimum of bi-weekly growth goals and action steps for Core 5 and the math online program with students that align with achieving their MOY MAP Growth growth target by September 23, 2022</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: September 23, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: By September 23, 2022 create a class growth tracker for Core 5 and the math online program to track student growth toward their goals anonymously.</p> <p>Intended Audience: Teachers, CIC Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: AP, Principal, CIC Collaborating Departments: NA Delivery Method: NA</p> <p>Funding Sources: supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: By September 23, 2022 establish a public campus data tracker for student growth goals by grade level and/or class.</p> <p>Intended Audience: Teachers, CIC Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: NA Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Update, align and leverage programs, resources, existing materials for existing systems of support (MTSS, SpEd, 504)

Strategy's Expected Result/Impact: Closing of student gaps for students in Tier 2 and Tier 3 of MTSS, SpEd, and 504 resulting in growth as evidenced by MAP Growth and MAP Fluency (where applicable).

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:





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

- **ESF Levers:**

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

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: By August 26, 2022 update campus MTSS, Special Education, and 504 procedures and guidelines, including expectations and roles for classroom teachers. Intended Audience: Teachers, CIC, LSSP Date(s) / Timeframe: August 26, 2022 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: Special Education, 504, Dyslexia, SSS Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop schedules for MTSS reviews and ARDS for first semester by August 31, 2022 and for second semester by December 17, 2022, including campus administrator to attend each review. Intended Audience: Teachers, LSSP, Speech Therapist, CIC, Administrators Date(s) / Timeframe: August 31, 2022; December 17, 2022 Provider / Presenter / Person Responsible: Principal and AP with LSSP, Counselor, Speech Therapist Collaborating Departments: SSS Department Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By September 19, 2022, train 100% of instructional staff in MTSS process and use of Branching Minds to document interventions. Intended Audience: Teachers, CIC Date(s) / Timeframe: September 19, 2022 Provider / Presenter / Person Responsible: Principal, AP, Counselor Collaborating Departments: Special Education, SSS, 504 Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Individual student academic needs are not being adequately and consistently met in Tier 1 instruction and interventions. Root Cause: Teachers need support and training in identifying and meeting individual needs through instructional best practices in both Tier 1 instruction and MTSS interventions.

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 3-5 grade students scoring at MEETS or above on STAAR Math from 8% to 18% by May 2023. Increase the percentage of ELL students in 3rd-5th grade scoring at MEETS or above on STAAR Math from 7.5% to 17.5% by May 2023.

High Priority

Evaluation Data Sources: MAP Growth projections, Benchmarks

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

Strategy's Expected Result/Impact: Closing of student gaps for students in Tier 2 and Tier 3 of MTSS, SpEd, and 504 resulting in growth as evidenced by MAP Growth and MAP Fluency (where applicable).

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:

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





- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure focus of at least 70% of literacy and Math PLCs focus on lesson internalization, planning with data, and practice for Amplify, Creative Curriculum, and Eureka teachers.</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department, Early Learning Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Track weekly walkthroughs and feedback in Eduphoria STRIVE with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2023. Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: Math Department Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Pre-K -5th grade teachers using gradual release model and assessment aligned with FWISD curriculum Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department Delivery Method: NA	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 and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Closing of student gaps for students in Tier 2 and Tier 3 of MTSS, SpEd, and 504 resulting in growth as evidenced by MAP Growth and MAP Fluency (where applicable).

Staff Responsible for Monitoring: Principal, AP, Campus Instructional Coach, Teachers

TEA Priorities:

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





- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure focus of at least 30% of Math PLCs focus on analyzing student work for Creative Curriculum and Eureka teachers</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Early Learning Department, Multilingual Education Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure focus of at least 70% of Math PLCs focus on lesson internalization, planning with data, and practice for Creative Curriculum, and Eureka teachers.</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: Literacy Department, Math Department, Multilingual Education Department, Early Learning Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Set MOY MAP Growth growth goals with students for MOY by September 23, 2022 and for EOY by February 1, 2023</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: September 23, 2022; February 1, 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Ensure teacher set and review a minimum of bi-weekly growth goals and action steps for Core 5 and the math online program with students that align with achieving their MOY MAP Growth growth target by September 23, 2022 and EOY growth target by February 1, 2023.</p> <p>Intended Audience: Teachers, CIC Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: NA Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: By September 23, 2022 create a growth tracker for Core 5 and the math online program to track student growth toward their goals anonymously.</p> <p>Intended Audience: Teachers, CIC Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: AP, Principal, CIC Collaborating Departments: NA Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: By September 23, 2022 establish a public campus data tracker for student growth goals by grade level and/or class.</p> <p>Intended Audience: Teachers, CIC Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Principal, AP, CIC Collaborating Departments: NA Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Individual student academic needs are not being adequately and consistently met in Tier 1 instruction and interventions. Root Cause: Teachers need support and training in identifying and meeting individual needs through instructional best practices in both Tier 1 instruction and MTSS interventions.</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 0% to 0% by May 2023.

High Priority

Evaluation Data Sources: Attendance Data

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA data), increase parent/school engagement (Parent Academies), and improve outcomes on community/student/staff surveys (District, campus, climate surveys, SEL, YRBS, School Profiles)

Strategy's Expected Result/Impact: Decrease the number of students persistently tardy and/or absent.

Staff Responsible for Monitoring: SST - FES. Clerk, AP, Principal, Counselor

TEA Priorities:





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Re-establish the SST due to staff changes in instructional and administrative team and establish a calendar and plan for meetings for data review, mentoring, and intervention monitoring. Intended Audience: FES, Principal, AP, Counselor, PBIS committee Date(s) / Timeframe: September 30, 2022 Provider / Presenter / Person Responsible: FES, Principal and AP Collaborating Departments: SSS	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and implement an incentive plan for attendance and share with stakeholders by August 31, 2022</p> <p>Intended Audience: Parents, students, staff</p> <p>Date(s) / Timeframe: August 31, 2022</p> <p>Provider / Presenter / Person Responsible: FES, AP, Principal, Counselor, SST</p> <p>Collaborating Departments: SSS</p> <p>Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-120-30-510-000000-23F10 - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Review and monitor campus OSP student data for consecutive absences. Provide interventions before 10 consecutive absences.</p> <p>Intended Audience: Students with consecutive absences</p> <p>Date(s) / Timeframe: Each six weeks beginning September 23, 2022</p> <p>Provider / Presenter / Person Responsible: FES, SST, AP</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</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 2: Decrease the overall number of discipline referrals by school personnel from 100 to 50 by May 2023.
Decrease the number of discipline referrals (duplicated and unduplicated) by school personnel for African American students from 8 to 4 by May 2023.

Evaluation Data Sources: Discipline Data

Strategy 1: Increase staff knowledge of classroom management strategies, de-escalation techniques, PBIS, SEL, and restorative practices.

Strategy's Expected Result/Impact: Increased proficiency in T-TESS Domain 3 and decreased number of referrals, particularly duplicate referrals for individual students.

Staff Responsible for Monitoring: Principal, AP, Counselor, SST

TEA Priorities:

Improve low-performing schools



- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule ACM training for the staff during the first six weeks by August 5, 2022 due to large number of new staff members.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: September 23, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Collaborating Departments: SSS, Psychological Services</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Staff review and revision of staff-created behavior expectation matrix for students in common areas and development of protocol and timeline for teaching these expectations to students and reinforcing them with incentives.</p> <p>Intended Audience: Teachers, AP, Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Date(s) / Timeframe: September 9, 2022</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Posters of display the matrix around campus to support student SEL - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$300</p>				
--	--	--	--	--

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Increase student ability to self-regulate their emotions and staff ability to support them in doing so.





Strategy's Expected Result/Impact: Increase student sense of belonging and ability to self-regulate; decrease unkind behavior and minor infractions being referred to the office.

Staff Responsible for Monitoring: Principal, AP, Counselor





TEA Priorities:

- Improve low-performing schools
- **ESF Levers:**
- Lever 3: Positive School Culture
- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish a calendar of aligned classroom and guidance lessons focused on specific character traits and social skills and share with teachers by September 2, 2022.</p> <p>Intended Audience: Teachers, counselor</p> <p>Date(s) / Timeframe: September 2, 2022</p> <p>Provider / Presenter / Person Responsible: Counselor, AP, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month that involves all staff.</p> <p>Intended Audience: Teachers, counselor Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal</p> <p>Funding Sources: supplies and materials to implement the system - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Align classroom and guidance SEL lessons on self-regulating emotions with a focus on full and consistent implementation of TBRI strategies and a campus PBIS system.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, PBIS team</p> <p>Funding Sources: Reading Material for classroom SEL instruction - SCE (199 PIC 24) - 199-11-6329-001-120-24-313-000000- - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide teachers with professional learning on TBRI strategies and PBIS system.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Counselor, PBIS Team (Ms. Bateman - SEAS)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Establish a calendar of classroom and guidance lessons focused on specific character traits and social skills and design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month.

Action Step 1 Details	Reviews			
Action Step 1: Establish a calendar of aligned classroom and guidance lessons focused on specific character traits and social skills and share with teachers by September 2, 2022. Intended Audience: Teachers, counselor Date(s) / Timeframe: September 2, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month that involves all staff. Intended Audience: Teachers, counselor Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Align classroom and guidance SEL lessons on self-regulating emotions with a focus on full and consistent implementation of TBRI strategies and a campus PBIS system. Intended Audience: Teachers Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, PBIS team Funding Sources: supplies and materials for implementation - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$300	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide teachers with professional learning on TBRI strategies and PBIS system. Intended Audience: Teachers Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Counselor, PBIS Team (Ms. Bateman - SEAS)	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 from 3 to 1 by May 2023.

Evaluation Data Sources: Discipline data from FOCUS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in Learner and Culture Descriptors defined by the FWISD Instructional Frameworks.

Strategy's Expected Result/Impact: Increased engagement and student attendance

Staff Responsible for Monitoring: Clerk, AP, Counselor, Principal

TEA Priorities:





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

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Active Classroom Management Refresher Training September 16, 2022. Intended Audience: Teachers, CIC Date(s) / Timeframe: August, 2022 - September 16, 2022 Provider / Presenter / Person Responsible: Psychological Services Collaborating Departments: Psychological Services Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Revise campus matrix for expectations in common areas by October 1, 2022. Intended Audience: Teachers, CIC Date(s) / Timeframe: August 2022 - October 1, 2022 Provider / Presenter / Person Responsible: Principal, AP, PBIS Committee Collaborating Departments: SSS Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Ensure teachers teach and reinforce the campus expectations for behavior in common areas. Intended Audience: Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: SSS Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: SEAS team train all staff on PBIS strategies by October 14, 2022. Intended Audience: Teachers Date(s) / Timeframe: October 14, 2022 Provider / Presenter / Person Responsible: SEAS Team (Ms. Bateman) Collaborating Departments: SSS, SEAS Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Ongoing Professional Learning on Learner and Culture Descriptors defined by the FWISD Instructional Frameworks. Intended Audience: Teachers Date(s) / Timeframe: One session each six weeks either afterschool or during PLCs Provider / Presenter / Person Responsible: Principal and AP	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: Increase staff knowledge of classroom management strategies, de-escalation techniques, PBIS, SEL, and restorative practices.

Strategy's Expected Result/Impact: Increased proficiency in T-TESS Domain 3 and decreased number of referrals, particularly duplicate referrals for individual students.

Staff Responsible for Monitoring: Principal, AP, Counselor, SST





TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Schedule ACM training for the staff during the first six weeks by August 5, 2022 due to large number of new staff members. Intended Audience: Teachers Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: SSS, Psychological Services Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Staff review and revision of staff-created behavior expectation matrix for students in common areas and development of protocol and timeline for teaching these expectations to students and reinforcing them with incentives. Intended Audience: Teachers, AP, Principal, Counselor Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Principal and AP Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Increase student ability to self-regulate their emotions and staff ability to support them in doing so.

Strategy's Expected Result/Impact: Increase student sense of belonging and ability to self-regulate; decrease unkind behavior and minor infractions being referred to the office.

Staff Responsible for Monitoring: Principal, AP, Counselor

TEA Priorities:





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture





- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Establish a calendar of aligned classroom and guidance lessons focused on specific character traits and social skills and share with teachers by September 2, 2022. Intended Audience: Teachers, counselor Date(s) / Timeframe: September 2, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month that involves all staff. Intended Audience: Teachers, counselor Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Align classroom and guidance SEL lessons on self-regulating emotions with a focus on full and consistent implementation of TBRI strategies and a campus PBIS system. Intended Audience: Teachers Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, PBIS team	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide teachers with professional learning on TBRI strategies and PBIS system. Intended Audience: Teachers Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Counselor, PBIS Team (Ms. Bateman - SEAS)	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 4: Establish a calendar of classroom and guidance lessons focused on specific character traits and social skills and design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month.

Action Step 1 Details	Reviews			
Action Step 1: Establish a calendar of aligned classroom and guidance lessons focused on specific character traits and social skills and share with teachers by September 2, 2022. Intended Audience: Teachers, counselor Date(s) / Timeframe: September 2, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Design and implement a Positive Behavior Recognition system to recognize and celebrate student's who demonstrate the character trait/social skill in focus each week/month that involves all staff.</p> <p>Intended Audience: Teachers, counselor Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, Principal Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-120-30-510-000000-23F10 - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Align classroom and guidance SEL lessons on self-regulating emotions with a focus on full and consistent implementation of TBRI strategies and a campus PBIS system.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 9, 2022 Provider / Presenter / Person Responsible: Counselor, AP, PBIS team</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide teachers with professional learning on TBRI strategies and PBIS system.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 23, 2022 Provider / Presenter / Person Responsible: Counselor, PBIS Team (Ms. Bateman - SEAS)</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 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 20 by May 2023.

High Priority

Evaluation Data Sources: Agendas for student and parent engagement activities

Strategy 1: Increase parent engagement/attendance through increased communication and more efficient event planning.

Strategy's Expected Result/Impact: Increased attendance at parental involvement events.

Staff Responsible for Monitoring: Principal, FES

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar parent events using parent 2022-2023 school year feedback survey results and share with parents by September 2, 2022 for the first semester and December 9 for the second semester - include coffee with the principal, parent-teacher conferences, FES classes once a month, family engagement nights.</p> <p>Intended Audience: Parents</p> <p>Date(s) / Timeframe: September 2, 2022; December 9, 2022</p> <p>Provider / Presenter / Person Responsible: FES, Principal, Family Engagement committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: FES work with the family engagement committee to plan events and submit PO for materials and resources by September 9, 2022 for the first semester and December 2, 2022 for the second semester.</p> <p>Intended Audience: FES, FE committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: September 9, 2022; December 2, 2022

Provider / Presenter / Person Responsible: Family Engagement Specialist (FES), Principal, campus secretary

Funding Sources: supplies and materials for parent engagement events - Parent Engagement - 211-61-6399-04L-120-30-510-000000-23F10 - \$302, snacks to promote parent participation - Parent Engagement - 211-61-6499-04L-120-30-510-000000-23F10 - \$500, Family Science Night with the FW Museum of Science - Parent Engagement - 211-61-6299-04L-120-30-510-000000-23F10 - \$800



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Increase parent input on events through campus surveys.

Strategy's Expected Result/Impact: Increased attendance as parents see events targeted to their needs in response to their feedback

Staff Responsible for Monitoring: FES, Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy


Action Step 1 Details	Reviews			
<p>Action Step 1: Create and implement a campus survey for parents after each event to get feedback for improvement, beginning with Meet the Teacher night and open house.</p> <p>Intended Audience: Parents</p> <p>Date(s) / Timeframe: Based on dates of each event</p> <p>Provider / Presenter / Person Responsible: FES, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Administer parent satisfaction and interests survey during the first, third and fifth six weeks for feedback.</p> <p>Intended Audience: Parents</p> <p>Date(s) / Timeframe: First six weeks, third six weeks, fifth six weeks</p>	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: FES, Principal

Delivery Method: Electronic and paper

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Substitutes for professional learning and collaborative planning	Subs for professional development	211-11-6112-0PD-120-30-510-000000-23F10	\$3,350.00
1	1	2	2	Materials, supplies and resources	Supplies and materials for instructional use	211-11-6399-04E-120-30-510-000000-23F10	\$7,533.00
1	1	2	3	Three Title 1 Teacher Assistants	Teacher Assistant	211-11-6129-04E-120-30-510-000000-23F10	\$38,601.00
2	1	1	2	Substitutes for professional learning and collaborative planning with PLC	Subs for professional development	211-11-6112-0PD-120-30-510-000000-23F10	\$2,820.00
2	1	2	2	Supplies, materials and resources for instructional use	Supplies and materials for instructional use	211-11-6399-04E-120-30-510-000000-23F10	\$6,775.00
2	1	2	3	Three Title 1 Teacher Assistants	Teacher Assistant	211-11-6129-04E-120-30-510-000000-23F10	\$38,601.00
4	1	1	2	Incentives	Snacks or incentives for students	211-11-6499-04E-120-30-510-000000-23F10	\$750.00
4	3	4	2	Incentives	Snacks or incentives for students	211-11-6499-04E-120-30-510-000000-23F10	\$750.00
Sub-Total							\$99,180.00
Budgeted Fund Source Amount							\$99,180.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	supplies and materials for implementation of Amplify instruction	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$500.00
2	2	2	1	materials for implementation of Eureka instruction	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$613.00
3	1	1	3	Supplies and materials for goal setting and tracking	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$500.00
3	1	1	5	supplies and materials	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$500.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Posters of display the matrix around campus to support student SEL	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$300.00
4	2	2	2	supplies and materials to implement the system	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$1,000.00
4	2	2	3	Reading Material for classroom SEL instruction	Reading materials for classroom use	199-11-6329-001-120-24-313-000000-	\$1,200.00
4	2	3	3	supplies and materials for implementation	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$300.00
Sub-Total							\$4,913.00
Budgeted Fund Source Amount							\$4,913.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	snacks to promote parent participation	Snacks for Parents to promote participation	211-61-6499-04L-120-30-510-000000-23F10	\$500.00
4	4	1	2	Family Science Night with the FW Museum of Science	Family Science Night	211-61-6299-04L-120-30-510-000000-23F10	\$800.00
4	4	1	2	supplies and materials for parent engagement events	Supplies and materials for parental involvement	211-61-6399-04L-120-30-510-000000-23F10	\$302.00
Sub-Total							\$1,602.00
Budgeted Fund Source Amount							\$1,602.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	supplies and materials for emergent bilingual students for implementation of Amplify Instruction in both languages	Supplies and materials for instructional use	199-11-6399-001-120-25-313-000000	\$519.00
2	2	2	1	materials for implementation of Eureka instruction with emergent bilingual students	Supplies and materials for instructional use	199-11-6399-001-120-25-313-000000	\$519.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$1,038.00
Budgeted Fund Source Amount							\$1,038.00
+/- Difference							\$0.00
Grand Total Budgeted							\$106,733.00
Grand Total Spent							\$106,733.00
+/- Difference							\$0.00

Addendums