

Fort Worth Independent School District
130 Harlean Beal Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Harlean Beal Mission Statement:

Harlean Beal students will be morally, socially, and academically well-rounded, global citizens prepared for college and/or career.

-

Vision

Vision:

Every child, every day, whatever it takes to SOAR!

Value Statement

-

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- District Goals 12
 - 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. 13
 - 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. 19
 - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 24
 - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 28
- Title I Personnel 33
- Campus Funding Summary 34

Comprehensive Needs Assessment

Revised/Approved: July 1, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, the campus has show improvements in lesson planning, implementation and delivery. Teachers have grown in their pedagogy and practice. Lesson scaffolds and intentional planning based on student need has increased. The focus has now expanded to include relational and social emotional aspects to increase self management and collaboration.

Demographics

Demographics Summary

Harlean Beal Elementary was constructed in 1949 to relieve overcrowded conditions in another building on the site. L. C. Cavitt designed the new 1-story, 10-classroom building in a style influenced by the International Movement. Under the 1999 Bond Program, most of the historic school was demolished. A new school, designed by Wadkins and Associates and erected by Scott and Reed, general contractor, has been constructed on the site, although the 1990 addition to the former school was retained. The school's current namesake, Harlean Berry Beal, was the school's first African American principal, a position she held from 1984 until her retirement in 1996.

Harlean Beal Elementary is home to approximately 280 students and 55 faculty members. During the 2018-2019 school year Harlean Beal serviced 420 students and in 2019-2020, 398. We are located at 5615 Forest Hill Dr, Fort Worth, Tx and serve the Forest Hill Community within the Fort Worth ISD with a grade span of Pre-K through 5th.

Our student population is 55% Hispanic, 41% African American and 4% other race/ethnicities including Asian and White. At Harlean Beal we service both dual language and regular program students. Our Bilingual/English Language Learner population makes up 48% of the student body, while native English speakers make up 52%. 13% of our students are identified as Gift and Talented (or Talent Pool candidates). 13% are identified as Special Education students receiving either resource, inclusion or speech services. And 4% of our student population is identified as Dyslexic, receiving dyslexia services.

Our staff population consist of 14 teachers, 5 assistants and 12 auxiliary staff members. Our staff is quite diverse, consisting of 49% African Americans, 20% White, 29% Hispanic and 2% Asian or other ethnicities. There are 20 general education classrooms with an average class size of 15.2 students. Our attendance rate is 92.92%. This is a significant decrease from the previous 2 years, as the attendance rate was at least 97% in 18-19 and 19-20. In addition, our economically disadvantaged population has increased from 2018-2019 school to present. Then it 88.2% and is not 98% of our student population.

Demographics Strengths

Low mobility rate

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 14% Special Education population met growth on MOY MAP reading compared to campus percentage of 36. **Root Cause:** Lesson lack necessary scaffolds that meet the needs of special education population.

Problem Statement 2: 7% Gifted and Talented population identified on campus at EOY which is an under identification. **Root Cause:** Lack of proper identification system.

Student Learning

Student Learning Summary

As a campus, our students are showing growth in both literacy and math. In math, they almost doubled their average percentile going from 15% to 32% and in literacy our students had a 6 point increase in average percentile score, 15% to 21% as measured by MAP Growth assessment. Consistent with previous years we do not have an achievement gap between our two highest represented populations, Hispanic students and African American students. MAP Growth assessments indicated every grade level had RIT scores between both subpopulations with differences less than 9 point RIT scores between Hispanic and African American.

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	42	140.1	9.3	64	162.4	12.7	85	22	1.4	18.7	1.53	94	42	25	60	64
Black or African American	15	140.7	11.2	68	159.8	11.1	70	19	1.3	18.6	0.22	59	15	8	53	61
Hispanic or Latino	26	140.2	8.2	65	164.7	12.9	93	25	2.0	18.7	2.46	99	26	17	65	86
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	36	152.3	12.0	14	180.1	15.1	72	28	1.9	18.0	3.63	99	36	29	81	81
Black or African American	11	153.2	8.1	18	184.7	12.1	91	32	3.6	18.0	5.03	99	11	10	91	97
Hispanic or Latino	24	151.9	13.8	13	177.0	15.5	54	25	1.9	18.1	2.62	99	24	18	75	73
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	34	168.5	15.0	18	183.1	15.9	16	15	1.4	15.7	-0.45	33	34	15	44	41
Black or African American	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	25	169.4	14.6	23	184.4	16.4	21	15	1.6	15.7	-0.28	39	25	11	44	37
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	29	177.7	8.9	5	190.2	10.5	5	12	1.1	13.3	-0.35	36	29	12	41	45
Black or African American	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	20	179.4	8.3	9	193.2	8.5	12	14	1.0	13.4	0.20	58	20	9	45	46
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	33	186.7	13.8	4	197.9	16.6	4	11	1.5	11.1	0.05	52	33	12	36	38
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	23	186.5	14.8	3	198.3	17.1	5	12	1.9	11.1	0.34	63	23	8	35	39
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	42	200.4	14.6	14	208.5	15.6	11	8	1.0	9.6	-0.59	28	42	16	38	32

Language Arts: Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	42	137.9	7.6	68	156.3	8.5	73	18	1.3	17.4	0.39	65	42	24	57	52
Black or African American	15	140.1	7.6	81	150.2	5.7	72	16	1.4	17.1	-0.39	35	15	7	47	46
Hispanic or Latino	26	136.9	7.5	61	156.6	9.9	75	20	1.8	17.5	0.84	80	26	17	65	67
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	36	148.5	11.1	13	164.9	11.2	16	17	1.4	16.4	-0.01	50	36	19	53	49
Black or African American	11	147.6	7.9	10	169.2	8.3	37	22	2.7	16.4	1.93	97	11	9	82	75
Hispanic or Latino	24	148.8	12.7	15	162.7	12.0	9	14	1.4	16.5	-0.94	17	24	9	38	32
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	34	163.0	12.4	11	173.0	14.5	4	10	1.4	14.4	-1.63	5	34	8	24	20
Black or African American	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	25	162.1	12.1	8	172.2	14.6	3	10	1.7	14.4	-1.59	6	25	7	28	20
Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	28	177.6	11.2	14	188.0	12.8	10	10	1.5	12.1	-0.74	23	28	10	36	28
Black or African American	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

American	19	178.3	10.3	16	190.3	12.7	17	12	1.7	12.0	-0.02	49	19	9	47	37
Hispanic or Latino	1	*			*			*					*			
Two or More	1	*			*			*					*			
4	31	184.9	14.0	7	196.5	15.9	12	12	1.9	9.8	0.80	79	31	16	52	47
Asian	1	*			*			*					*			
Black or African American	9	*			*			*					*			
Hispanic or Latino	21	184.9	15.1	7	195.9	16.6	11	11	2.4	9.8	0.53	70	21	9	43	39
5	43	197.0	13.6	17	202.7	15.7	12	6	1.3	7.7	-0.93	18	43	19	44	36

When looking at the data for PK through third grade, our kindergarten and first grade students showed significant growth, as indicated on the tables above. Both grade levels had a significantly more growth in math than literacy. Second and third grade students did not experience as much or any growth as from the BOY to EOY assessments.

Compared to the campuses in our Pyramid, our student performance was split. Our kindergarten through second graders typically performed in the top three campuses, while our third through fifth grade students did not. In third and fourth grade math and third and fifth grade literacy our students had the lowest percentage of students who met growth in our Pyramid.

Student Learning Strengths

Grade level cohorts are showing growth over the last 3 years (Students who met expected growth on MAP)

	2020	2021	2022
Cohort A (math-primary)	30	34	44
Cohort B (math)	13	33	52
Cohort C (literacy)	28	39	44

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Literacy average achievement %-tile 21 - 53% below 67-70th required to meet grade level expectations. **Root Cause:** Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

Problem Statement 2 (Prioritized): Math average achievement %-tile 32 - 52% below 67-70th percentile required to meet grade level expectation. **Root Cause:** Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

We focused on leadership and relationship development utilizing DiSC workplace management. Leadership focused on building a strong cohesive team based on shared leadership practices while also understanding each staff members DiSC style. This was done to increase effective communication between staff and leadership, as well as, foster collaborative relationships among staff. In addition to leadership participating in at least 10 hours of development training, staff had the opportunity to participate in 2, 2-hour sessions on DiSC workplace styles. This created a shared understanding of how to communicate and work alongside one another based on styles.

Programs

This year we focused on implementing scaffolds into lessons to meet the needs of all students. Teachers utilized Lexia, MyPath and Amplify data to identify students that were not progressing towards mastery of grade level content and built in small group time to address those students specific needs.

Procedures

Teachers tracked individual strengths and interventions for students. In addition, teachers met and reviewed data and came up with action plans for specific students to meet campus goals. Data binders housed this information and was checked by admin weekly. Teachers became keenly aware of data, but the connection to data remained at instructional level. Students did not make the same connection.

School Processes & Programs Strengths

Communication between administration and staff increased and environment became more collaborative. As a result, administration and staff were able to collaboratively develop a plan for the 22-23 school year.

In addition, staff became more aware of campus data and was better able to align instruction to meet the needs of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

Root Cause: PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

Problem Statement 2: Opportunities to extend learning beyond school day are limited. **Root Cause:** Removal of after-school program and limited funding to provide extended learning opportunities to match.

Perceptions

Perceptions Summary

Our attendance has remained consistent over the past two years. This year it is 92.75% from 92.92% last year. 118 (42%) students out of 280 had 10 or more absences. This, however, includes absences due to COVID dispositions which occurred more frequently at the beginning of the year.

When referencing student perceptions of social emotional skills taught at school 39% of students during the 2021-22 school year responded favorably to being taught skills/strategies to positively deal with emotions and the regulation of their emotions (SEL) learning.

During the 2019-2020 school year the campus was rated an F. Monthly parent meetings with the parent engagement specialist and 2 campus surveys were conducted to receive feedback from parents and community on school processes. For the 21-22 school year, parents received 2 campus surveys and the district survey to provide feedback. On the district survey 82% of parents responded favorably to their perception of the school and communication from the school.

Perceptions Strengths

Monthly parent engagement opportunities were offered for 21-22 school year. Also, daily phone calls for attendance were placed, as well as, home visits to those that were excessively absent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 39% of students are able to emotionally regulate behavior based on campus data. **Root Cause:** Lack of consistency in SEL lesson implementation and training on necessary strategies to regulate emotions.

Problem Statement 2 (Prioritized): 36% of teachers are able to improve their classroom management approaches based on campus climate data. **Root Cause:** PLCs focus on lesson planning and implementation as opposed to management and procedures.

Priority Problem Statements

Problem Statement 1: 14% Special Education population met growth on MOY MAP reading compared to campus percentage of 36.

Root Cause 1: Lesson lack necessary scaffolds that meet the needs of special education population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Literacy average achievement %-tile 21 - 53% below 67-70th required to meet grade level expectations.

Root Cause 2: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

Root Cause 3: PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 39% of students are able to emotionally regulate behavior based on campus data.

Root Cause 4: Lack of consistency in SEL lesson implementation and training on necessary strategies to regulate emotions.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Math average achievement %-tile 32 - 52% below 67-70th percentile required to meet grade level expectation.

Root Cause 6: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

Problem Statement 6 Areas: Student Learning

Problem Statement 5: 36% of teachers are able to improve their classroom management approaches based on campus climate data.

Root Cause 5: PLCs focus on lesson planning and implementation as opposed to management and procedures.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PCESS data

Parent/Community Data

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

Support Systems and Other 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 71% to 80% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2023.

*Increase the percentage of Economically Disadvantaged students on track on our campus from 66% to 76% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs (scaffolds) with district-approved resources and data for all PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: At least 1 PLC/month aligned to planning student engagement opportunities within lessons utilizing district resources.

Monthly data connection for students and staff.

Staff Responsible for Monitoring: ILT, Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

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: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teacher, ILT	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Monthly from Aug - May
Provider / Presenter / Person Responsible: ILT, Teachers, Coaches
Delivery Method: Face to face

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Literacy average achievement %-tile 21 - 53% below 67-70th required to meet grade level expectations. **Root Cause:** Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

School Processes & Programs

Problem Statement 1: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle. **Root Cause** : PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

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 Met or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 60% by May 2023.

*Increase the percentage of African American students who Meet or Exceed grade level expectations from 39% to 50% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: At least 1 PLC/month aligned to planning student engagement opportunities within lessons utilizing district resources.

Monthly data connection for students and staff.

Staff Responsible for Monitoring: ILT, Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None Delivery Method: Face to face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Address students with gaps in phonemic and phonological awareness by providing an additional opportunity to engage in foundational skills lessons.

Strategy's Expected Result/Impact: Decrease the number of students lacking foundational literacy skills by 10%.

Staff Responsible for Monitoring: Campus Admin

Title I:

2.4, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 5: Effective Instruction

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide targeted instruction to students not mastering MAP Fluency indicators at least 3 times/ week</p> <p>Intended Audience: 1st - 3rd grade students not meeting MAP Fluency phonological and phonemic awareness indicators</p> <p>Date(s) / Timeframe: August, January</p> <p>Provider / Presenter / Person Responsible: Additional teacher, Literacy Coach</p> <p>Collaborating Departments: Literacy</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Dedicated support teacher - Title I (211) - 211-11-6119-04E-130-30-510-000000-23F10 - \$72,323</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 14% Special Education population met growth on MOY MAP reading compared to campus percentage of 36. Root Cause: Lesson lack necessary scaffolds that meet the needs of special education population.</p>
Student Learning
<p>Problem Statement 1: Literacy average achievement %-tile 21 - 53% below 67-70th required to meet grade level expectations. Root Cause: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.</p>

School Processes & Programs

Problem Statement 1: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle. **Root Cause** : PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

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 44% to 55% 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 40% to 50% by May 2023.

*Increase the percentage of Economically Disadvantaged student on track on our campus from 34% to 40% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Teachers plan and receive feedback on lessons prior to teaching.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:


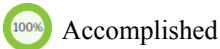
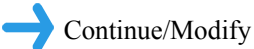

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Plan culminating events that include hands on experiences, connections to data and opportunities to connect learning with data gains. Intended Audience: Students Date(s) / Timeframe: Monthly August through May Provider / Presenter / Person Responsible: Teachers, ILT Delivery Method: Face to face Funding Sources: Materials for culminating events - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$1,938, Field Trip or Culminating Event - Title I (211) - 211-11-6412-04E-130-30-510-000000-23F10 - \$3,500, Planning Culminating literacy events - Title I (211) - 211-11-6116-0PD-130-30-510-000000-23F10 - \$675	Formative			Summative
	Nov	Jan	Mar	June

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Literacy average achievement %-tile 21 - 53% below 67-70th required to meet grade level expectations. Root Cause: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.
School Processes & Programs
Problem Statement 1: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle. Root Cause : PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

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 from an average of 89% to 95% by May 2023. Increase the percentage of Economically Disadvantaged students on track on our campus from 83% to 90% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Instruction aligned to standards with opportunity to pre-teach

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None 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:

Student Learning

Problem Statement 2: Math average achievement %-tile 32 - 52% below 67-70th percentile required to meet grade level expectation. **Root Cause:** Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

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 72% to 80% by May 2023. Increase the percentage of Economically Disadvantaged students on track on our campus from 72% to 80% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Title I:

2.4, 2.6

- **TEA Priorities:**





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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends.</p> <p>Intended Audience: Teachers, PLC Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None Delivery Method: Face to face</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 2: Math average achievement %-tile 32 - 52% below 67-70th percentile required to meet grade level expectation. Root Cause: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.</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 50% to 60% by May 2023.

Increase the percentage of Economically Disadvantaged students on track on our campus from 43% to 50% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Staff Responsible for Monitoring: ILT, Teachers

Title I:

2.4, 2.6

- TEA Priorities:

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 - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Plan culminating events that include hands on experiences, connections to data and opportunities to connect learning with data gains. Intended Audience: Students Date(s) / Timeframe: Monthly Aug - May Provider / Presenter / Person Responsible: Teachers, ILT Collaborating Departments: Math Delivery Method: Face to Face Funding Sources: Classroom supplies - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$1,938, Field trips/culminating events, celebrations - Title I (211) - 211-11-6412-04E-130-30-510-000000-23F10 - \$3,500, Planning culminating math events - Title I (211) - 211-11-6116-0PD-130-30-510-000000-23F10 - \$692	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Math average acheivement %-tile 32 - 52% below 67-70th percentile required to meet grade level expectation. Root Cause: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle.

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 18% to 35% by May 2023.

Increase the percentage of African American students on track on our campus from 13% to 25% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Staff Responsible for Monitoring: ILT, Teachers

Title I:

2.4, 2.6





- **TEA Priorities:**

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 - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None 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>				

Strategy 2: Provide opportunities to extend planning learning beyond designated school day.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

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

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

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for students to have extended day literacy opportunities that reinforce learning and facilitates the development of foundational literacy skills</p> <p>Intended Audience: Students Date(s) / Timeframe: October-March Provider / Presenter / Person Responsible: Tutor Collaborating Departments: Literacy Delivery Method: Face to Face</p> <p>Funding Sources: Planning and Extended day learning material - Title I (211) - 211-11-6116-04E-130-30-510-000000-23F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 14% Special Education population met growth on MOY MAP reading compared to campus percentage of 36. Root Cause: Lesson lack necessary scaffolds that meet the needs of special education population.</p>
School Processes & Programs
<p>Problem Statement 1: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle. Root Cause : PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.</p>

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 17% to 35% by May 2023.

Increase the percentage of African American students on track on our campus from 5% to 20% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lesson based upon student needs with district-approved resources and data with PreKG-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Staff Responsible for Monitoring: ILT, Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**





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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC monthly schedule that addresses Tier 1 instruction with scaffolded supports, interventions, data and student behavior trends. Intended Audience: Teachers, ILT Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: ILT Collaborating Departments: None 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>				

Strategy 2: Provide opportunities to extend planning and learning beyond designated school day.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

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

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for students to have extended day math opportunities that reinforce learning occurring during the day and facilitates the development of foundational math skills.</p> <p>Intended Audience: Students</p> <p>Date(s) / Timeframe: October - March</p> <p>Provider / Presenter / Person Responsible: Teacher, Tutor</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: Face to face</p> <p>Funding Sources: Planning and extended day learning material - Title I (211) - 211-11-6116-04E-130-30-510-000000-23F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 14% Special Education population met growth on MOY MAP reading compared to campus percentage of 36. Root Cause: Lesson lack necessary scaffolds that meet the needs of special education population.</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 17% to 10% by May 2023.

High Priority

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

Staff Responsible for Monitoring: Parent engagement specialist, Admin

Title I:

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 3: Positive School Culture

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Attendance monitoring plan that includes daily phone calls, parent information meetings, home visits and an attendance incentive store. Intended Audience: PK-5th students Date(s) / Timeframe: August - May Provider / Presenter / Person Responsible: Admin, PES, SST Delivery Method: face to face Funding Sources: Attendance incentives - BEA (199 PIC 25) - 199-61-6399-001-130-25-313-000000 - \$798	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 36% of teachers are able to improve their classroom management approaches based on campus climate data. Root Cause: PLCs focus on lesson planning and implementation as opposed to management and procedures.

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 ___ to ___ by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

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

Staff Responsible for Monitoring: LT, Teachers





TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Create building wide character trait and discipline monitoring system with opportunities to earn rewards weekly for lack of referrals.</p> <p>Intended Audience: Teachers, Students,</p> <p>Date(s) / Timeframe: May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team and Student Support Team</p> <p>Delivery Method: Face to face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students on our campus) from 2.9% to 0% by May 2023.

HB3 District Goal

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

Title I:





4.1, 4.2

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Create discipline committee to oversee infractions and plan restorative elements to decrease the likelihood of students suspension. Intended Audience: Student/Parents Date(s) / Timeframe: Aug-May Provider / Presenter / Person Responsible: AP, Discipline committee 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 3 Problem Statements:

Perceptions
<p>Problem Statement 1: 39% of students are able to emotionally regulate behavior based on campus data. Root Cause: Lack of consistency in SEL lesson implementation and training on necessary strategies to regulate emotions.</p>
<p>Problem Statement 2: 36% of teachers are able to improve their classroom management approaches based on campus climate data. Root Cause: PLCs focus on lesson planning and implementation as opposed to management and procedures.</p>

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 4 to 8 by May 2023.

High Priority

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

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 3: Positive School Culture

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

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide monthly opportunities for school parent involvement including hands on learning, educational games, and other opportunities to engage with students.</p> <p>Intended Audience: Parent/Guardians</p> <p>Date(s) / Timeframe: Monthly September - May</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Parent participation meeting snacks - Parent Engagement - 211-61-6499-04L-130-30-510-000000-23F10 - \$728.50, Incentives for parent participation at events - Parent Engagement - 211-61-6399-04L-130-30-510-000000-23F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Lessons lack connection to data source, student engagement opportunities and higher order thinking strategies that promote productive struggle. **Root Cause** : PLC focus has been on breaking TEKS apart, planning over a period of time and looking at data 3 times/year, as opposed to engagement, hands-on experiences, higher order thinking strategies that promote productive struggle.

Perceptions

Problem Statement 1: 39% of students are able to emotionally regulate behavior based on campus data. **Root Cause:** Lack of consistency in SEL lesson implementation and training on necessary strategies to regulate emotions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shelby Young	Title I Teacher		

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Dedicated support teacher	Title I Teacher	211-11-6119-04E-130-30-510-000000-23F10	\$72,323.00
1	3	1	2	Field Trip or Culminating Event	Transportation costs for students	211-11-6412-04E-130-30-510-000000-23F10	\$3,500.00
1	3	1	2	Planning Culminating literacy events	Extra duty pay for PD after hours	211-11-6116-0PD-130-30-510-000000-23F10	\$675.00
2	3	1	2	Field trips/culminating events, celebrations	Transportation costs for students	211-11-6412-04E-130-30-510-000000-23F10	\$3,500.00
2	3	1	2	Planning culminating math events	Extra duty pay for PD after hours	211-11-6116-0PD-130-30-510-000000-23F10	\$692.00
3	1	2	1	Planning and Extended day learning material	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-23F10	\$2,500.00
3	2	2	1	Planning and extended day learning material	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-23F10	\$2,500.00
Sub-Total							\$85,690.00
Budgeted Fund Source Amount							\$85,690.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Materials for culminating events	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$1,938.00
2	3	1	2	Classroom supplies	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$1,938.00
Sub-Total							\$3,876.00
Budgeted Fund Source Amount							\$3,876.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Incentives for parent participation at events	Supplies and materials for parental involvement	211-61-6399-04L-130-30-510-000000-23F10	\$500.00
4	4	1	1	Parent participation meeting snacks	Snacks for Parents to promote participation	211-61-6499-04L-130-30-510-000000-23F10	\$728.50
Sub-Total							\$1,228.50
Budgeted Fund Source Amount							\$1,228.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Attendance incentives	Supplies and materials for parental involvement	199-61-6399-001-130-25-313-000000	\$798.00
Sub-Total							\$798.00
Budgeted Fund Source Amount							\$798.00
+/- Difference							\$0.00
Grand Total Budgeted							\$91,592.50
Grand Total Spent							\$91,592.50
+/- Difference							\$0.00