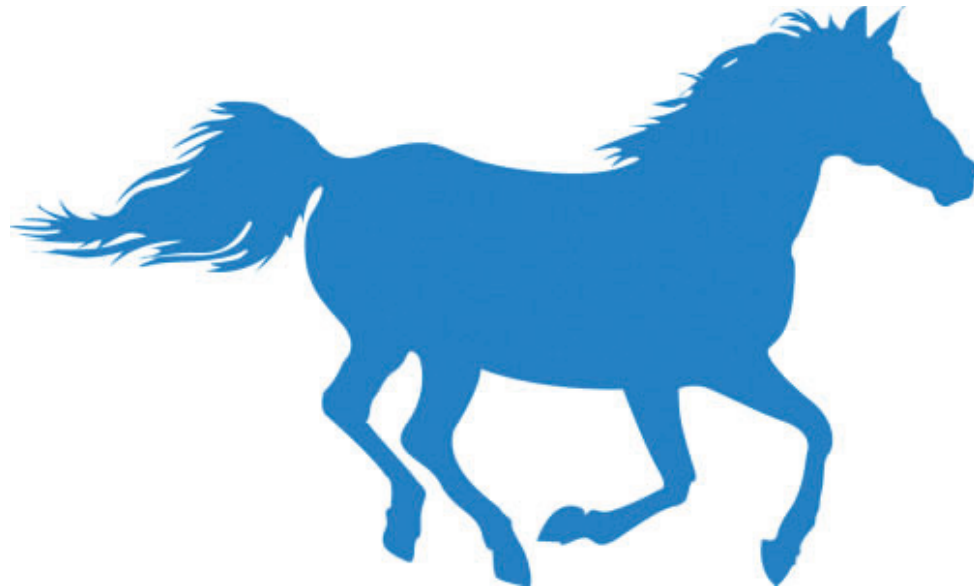


Fort Worth Independent School District
163 Bruce Shulkey Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

We, the staff, students and parents of Bruce Shulkey, believe that all students can and will learn. We believe that our school is a place where teaching and learning takes place. Our school has a positive atmosphere that is conducive to learning. We will provide quality and equity in instruction. We have high expectations for our students. Our mission is to provide all students with a comprehensive knowledge base, critical thinking skills, and courage to make decisions that create a better future.

Vision

Igniting a passion for learning in every student.

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Comprehensive Needs Assessment

Revised/Approved: August 15, 2022

Demographics

Demographics Summary

Bruce Shulkey is a 65 year old Title 1 campus located in Fort Worth, Texas. We are in the established Wedgwood neighborhood within the FWISD Southwest pyramid. It is a diverse community where houses are being bought and remodeled by younger families. Enrollment has decreased over the past few years from 450 to a current enrollment of 410. The campus has three students groups that have changed over the last few years: 26% are African American, 40% are Hispanic, and 21% are White. The last published mobility rate of 20% for Bruce Shulkey Elementary is well above the state average of 15%. The attendance rate has dipped the last two years to 90%. Bruce Shulkey Elementary's student groups include: 17% EL, 5% GT, 20% SPED, and 74% Economically Disadvantaged. We have a low incident rate of discipline referrals.

Bruce Shulkey Elementary employees a high quality, talented staff. The Teaching Staff was reduced by two teachers for the 2022-23 school year due to the lower projected enrollment. We have a librarian, counselor, a dyslexia teacher, a licensed school psychologist, and a speech pathologist. We also have two behavioral specialist and two special needs teachers. All of our teachers are ESL certified. Our teacher to student ratio is 1 to 18.

Demographics Strengths

Bruce Shulkey Elementary has many strengths. Some notable strengths

1. Inviting work environment (96% teachers answered favorably)
2. Educating all students (72% teachers answered favorably)
3. Staff-Leadership relationships (77% teachers answered favorably)
4. Supportive relationships (86% students answered favorably)
5. Teacher-Student relationships (68% students answered favorably)
6. Low discipline rate

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 21-22 school year attendance rate has dropped school wide from 93% to 88%. **Root Cause:** Lack of monitored systems and protocols in place to accurately monitor attendance with fidelity.

Student Learning

Student Learning Summary

Bruce Shulkey met standard on 2019 STAAR and earned a "B" according to the state accountability rating system. Our domain ratings from 2019 are as follows: Overall 82%; Student Achievement 72%, School Progress 83%, and Closing the Gap 79%. We earned four distinction designations in ELA Reading, Comparative closing the gap, Comparative Academic growth, and post-secondary readiness.

The table below represents our 2019 and 2022 STAAR 3rd Grade Reading scores. We tested about the same number of students and had growth of 8% in the meets and 6% in the masters categories. We had the greatest gains in the meets category. Trends to address are lack of growth Hispanic in all categories and African American at approaches.

163 - Bruce Shulkey ES				Number Tested		% Approaches Grade Level			% Meets Grade Level			% Masters Grade Level		
Subject	Grade	Language	Student Group	2019	2022	2019	2022	Diff	2019	2022	Diff	2019	2022	Diff
Reading	03	E	All Students	67	45	67	53	-14	39	33	-6	21	13	-8
			Hispanic	22	16	64	63	-1	36	38	2	14	19	5
			Asian	8	2	75	-	-	25	-	-	25	-	-
			African American	20	14	55	29	-26	25	7	-18	15	0	-15
			White	17	12	82	58	-24	65	50	-15	35	17	-18
			Two Or More		1		-	-		-	-		-	-
			ED	61	36	66	42	-24	34	22	-12	20	6	-14
			EL	23	12	65	58	-7	30	50	20	26	33	7
			SE	12	9	50	22	-28	33	0	-33	8	0	-8

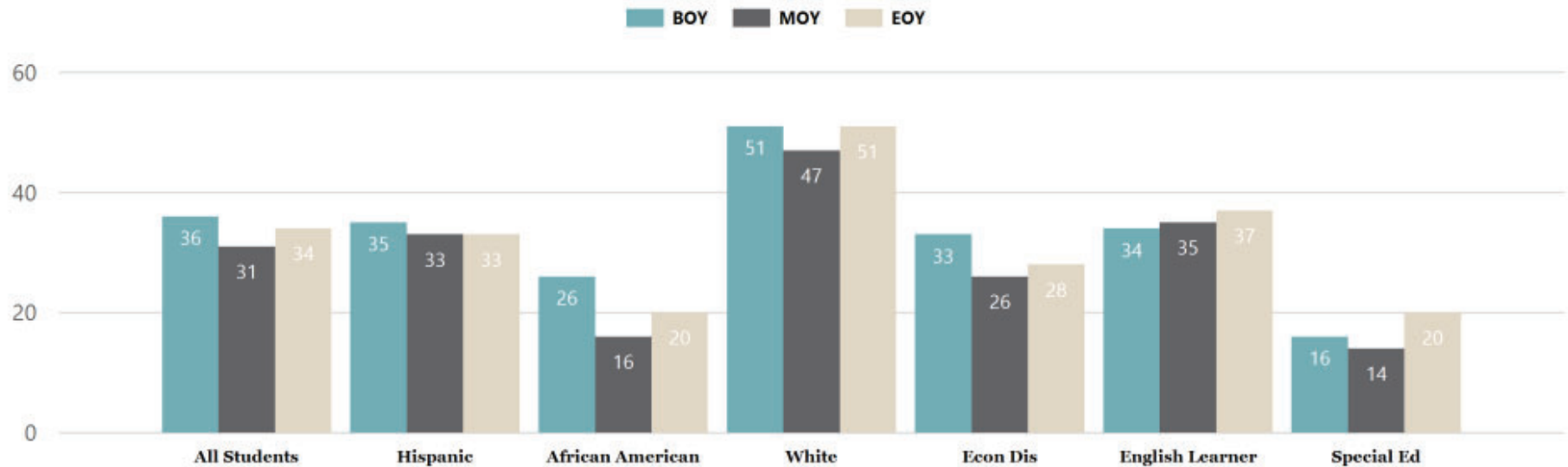
Below is our MAP Reading Scores from BOY to EOY for all grade levels and student groups. Our Special Ed Learners outperformed all other groups, with an average increase of 4% to the grade level norm. A trend to address is the small growth in the African American, Hispanic, and Economic Disadvantage student groups.



MAP Growth - Reading English

End of Year 2021-22
163 - Bruce Shulkey ES

Percent Met RIT Score Norm by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	216

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	334	169	36	327	176	31	330	180	34	-2	11
Hispanic	127	170	35	127	176	33	132	180	33	-2	10
African American	96	165	26	83	174	16	81	175	20	-6	10
White	70	174	51	72	181	47	73	186	51	0	12
Econ Dis	284	167	33	274	173	26	275	177	28	-5	10

07	218
08	222

English Learner	64	176	34	65	162	35	67	185	37	3	9
Special Ed	49	162	16	56	166	14	61	173	20	4	11

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.



Results for groups with < 10 testers not included; includes Alg I

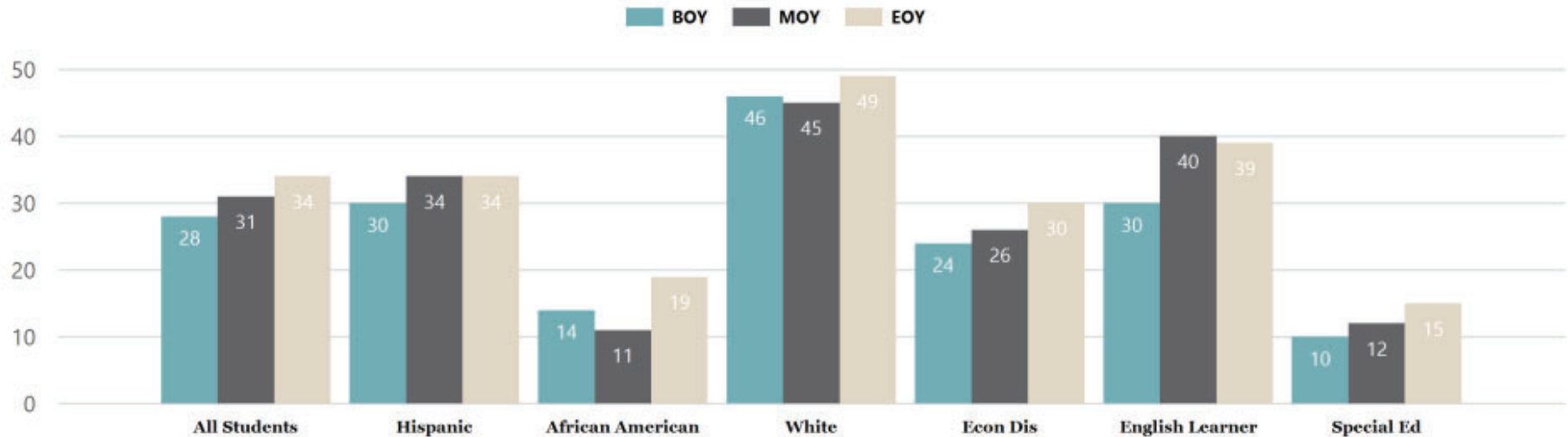
Below is our MAP Math Scores from BOY to EOY for all grade levels and student groups. Our English Language Learners outperformed all other groups, with an average increase of 9% to the grade level norm. A trend to address is the growth of the African American, Hispanic, and Special Education student groups.



MAP Growth - Math

End of Year 2021-22
163 - Bruce Shulkey ES

Percent Met RIT Score Norm by Student Group



Student Group	BOY			MOY			EOY			BOY-to-MOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT

EOY National Norm

EOY National Norm	
Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	239

All Students	333	170	28	329	179	31	330	184	34	6	14
Hispanic	125	172	30	128	180	34	132	185	34	4	13
African American	96	166	14	83	175	11	81	178	19	5	12
White	70	176	46	73	184	45	73	190	49	3	14
Econ Dis	283	168	24	274	176	26	275	181	30	6	13
English Learner	64	178	30	65	186	40	67	189	39	9	11
Special Ed	48	162	10	58	170	12	61	175	15	5	13

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.



Results for groups with < 10 testers not included; includes Alg I

Compare eoY cycle reports (report card) passing percentages with passing rate on STAAR

Student Learning Strengths

Bruce Shulkey Elementary have many strengths. Some of the most student learning strengths include:

1. 58% of 5th Graders met projected growth for MAP Growth from BOY to EOY for Reading.
2. 54% of 3rd Graders met projected growth for MAP Growth from BOY to EOY for Math.
3. Special Ed Learners outperformed all other groups, with an average increase of 4% to the grade level norm.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. **Root Cause:** The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

School Processes & Programs

School Processes & Programs Summary

Personnel/Professional Practices

At Bruce Shulkey, we have interviewing committees consisting of administrators, teachers, and staff members that work to find the best candidate for the position. Administrators use resources including the Applicant, Teacher Fit, and Zero Risk to prescreen candidates. We conduct the interview, the candidate models a lesson with current students, debrief to get input, and then the committee will make a decision. To retain new teachers, we provide mentors, new teacher academy, and campus level new teacher briefings on going through out the year as needed.

We have grade level chairs at each grade level, committees, and lead teachers that provide additional information to the campus. As a faculty and SBDM committee, we have spent time analyzing data to see where improvement can take place. We track progress towards intended outcomes using our CIP at MOY and EOY. After analyzing data from the teacher and student surveys as well as campus student data, professional development is planned accordingly for the school year.

Programs and Opportunities for Students

The programs we have at Bruce Shulkey are RISE, SEAs, Dyslexia, GT, Speech, SPED, and we are an ESL only school. The students in these programs are challenged and expected to make progress toward meeting their yearly goals.

Enrichment opportunities are provided in several areas including Chess club, Soccer, Cheerleading, Choir, Art contests, Good News Club, and Battle of the Books.

We are a Neuhaus trained campus for Kindergarten through 2nd grade. We implement the FWISD curriculum with a structured literacy block focusing on the four fundamentals of reading. All instructional minutes are accounted for in grade level schedules posted outside each classroom door.

Bruce Shulkey Elementary's student groups include: 17% EL, 5% GT, 20% SPED, and 5% Dyslexia.

Once a year our counselor puts together Career Day for our students. She recruits people from a variety of occupations to come and share their experiences and knowledge with our students. College students also come on career day to raise college awareness. We have college spirit days by allowing faculty and students to wear their college shirts.

We are a 1:1 campus providing each student with a Chromebook that students can use at school and home for hybrid learning if necessary.

Shulkey offers intervention services for nonqualifying students to remediate and accelerate areas of need. We provide interventions during the school day to provide equity and access for students that ride the bus home. The Data Analyst facilitates data meetings including instructional planning time with teachers in a pull out setting after students have taken local benchmarks to create interventions for grade 3 to 5. The Data Analyst uses MAP data to identify K-2 students in need of additional reading instruction. Reading interventions are provided by the Title 1 Teaching Assistant on a daily basis.

Procedures

To support powerful teaching and learning, we provide 55 minutes a week for PLCs. During PLCs, teachers collaborate and plan lessons, look at data, and create intervention plans. Lesson plans must include a measurable objective with a by statement and posted during instruction. Shulkey has a school wide computer lab schedule to ensure students are able to meet the required time for designated programs. Teachers integrated virtual instruction through the Google suite and SeeSaw as well as incorporate interactive apps during class time.

We follow the District Scheduling Guidance Grade Level documents when creating the master roster to ensure required instructional minutes are met. Master schedules have been created to optimize learning time for all grade levels with careful consideration for time constraints in regards to teacher planning, recess, lunch, dyslexia, SPED, EL, and tutorial pull outs.

Bruce Shulkey has incorporated the Boys Town program to assist students with their social and emotional needs. All teachers had two days of restorative training leading to a decrease in student discipline referrals and a decrease in out of school suspensions.

Due to necessity of increased health safety protocols during the pandemic, we created the "Bruce Shulkey Elementary Back to School In-Person Learning Plan Handbook". The handbook included COVID-19 precautions, new procedures for arrival and dismissal, transitions within the school, and transportation and nutritional services protocols.

School Processes & Programs Strengths

Bruce Shulkey Elementary has many strengths. Some of the notable areas include:

1. Low teacher attrition rate, thus higher years of experience.
2. Explicit phonics instruction for grades K-2 supplemental to the reading curriculum through the Neuhaus program.
3. Technology-smart boards in every classroom, 1:1 Chromebooks for students, incorporation of interactive apps and assessments, computer lab, and technology carts.
4. Targeted PLCs focused on data and standards alignment.
5. Professional Development that is focused on best practices.
6. Implementation of a detailed and specific COVID plan; instructional, wellness (vision van and telehealth), and safety.
7. Resources purchased to enhance and ease the transition to virtual and in person learning (cordless microphones, ziggies, cameras for computers)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to MAP Growth Reading EOY scores, when looking at the percent of students who met their growth projection, 25% of 2nd graders met growth. **Root Cause:** Learning gaps due to the partial fidelity to the new district literacy framework and the four fundamentals of Literacy instruction.

Perceptions

Perceptions Summary

Bruce Shulkey has been an established part of the Wedgwood community since its opening in 1958. Parent commitment to the school and support of teachers and staff is average due to the percentage of families that struggle financially, parent education, and language barriers. These factors sometimes hinder parent involvement and support directly to the different aspects of the school. We have the support of several community churches which provide mentors, after school programs, uniforms, school supplies, and teacher goodies.

Students

Attendance for the 2021-2022 school year was similar amongst all seven ethnicity group with the average being 89%.

For the 2021-2022 school year, we have had eleven separate student suspensions. Overall, Shulkey has a low number of disciplinary referrals. Reduction in conflict is due to teacher training in Restorative practices, implementation of Boys Town Social Skills program, and daily "Words of Wisdom" during morning announcements.

Our student survey results indicated we are strong in the areas of: Supportive Relationships, Teacher-Student relationships, and Sense of Belonging. Areas of improvement are: Engagement and Emotional regulation.

Staff Engagement

We employ high quality and talented staff with minimal turnover year to year. Collaboration and teamwork are at the heart of all we do and help contribute to a welcoming and safe school environment. Teachers and staff create student centered classrooms that are highly engaging. Programs/Clubs are offered at our campus which helps build a deeper student/family connection and promote attendance and academic achievement. We have a Family Communications Liaison that provides support and coordinates volunteer opportunities. Shulkey provides strong, top quality customer service to all stakeholders. Our survey results indicated we are strong in the areas of: Inviting work environment, Staff-leadership relationships, and Educating all students. Areas of improvement are: Faculty growth mindset and Cultural awareness.

Parent/Guardian/Community Engagement

Parent/Guardian engagement is measured by logins to Parent Portal, number of parents participating in family education opportunities, and PTA memberships. Shulkey has an SBDM committee comprising of business leaders, teachers, parents, community members, as well as district and local administrators. Shulkey has open communication via Blackboard messages, newsletters, flyers, social media, website, and email.

Our student survey results indicated we are strong in the areas of: Supportive relationships, Teacher-Student relationships, and Sense of belonging. Areas of improvement are: Engagement and Emotional regulation.

Perceptions Strengths

Bruce Shulkey Elementary has many strengths. Some notable strengths include:

- Parent Liason that works to keep strong ties and open communication with families
- 89% of students feel supported by their relationship with friends, family, and adults at the school
- 79% of students feel a strong social connection between themselves and their teachers within and beyond the classroom.
- 97% of teachers feel the school has an inviting work environment

- 80% of teachers feel there are strong staff-leadership relationship with school leaders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to Panorama data, Teacher-Student relationships dropped 9%, from the previous year (77%-68%). **Root Cause:** According to Panorama data, 57% of students struggled with regulating emotions (down 4%) from the previous year.

Priority Problem Statements

Problem Statement 1: In the 21-22 school year attendance rate has dropped school wide from 93% to 88%.

Root Cause 1: Lack of monitored systems and protocols in place to accurately monitor attendance with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math.

Root Cause 2: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to MAP Growth Reading EOY scores, when looking at the percent of students who met their growth projection, 25% of 2nd graders met growth.

Root Cause 3: Learning gaps due to the partial fidelity to the new district literacy framework and the four fundamentals of Literacy instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to Panorama data, Teacher-Student relationships dropped 9%, from the previous year (77%-68%).

Root Cause 4: According to Panorama data, 57% of students struggled with regulating emotions (down 4%) from the previous year.

Problem Statement 4 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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Gifted and talented 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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

District Goals

District Goal 1: Early Literacy

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 77% to 82% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from __% to __% by May 2022. (Not Applicable)

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 37% by May 2022.

Evaluation Data Sources: CLI

Summative Evaluation: No progress made toward meeting School Performance Objective

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 5%

Staff Responsible for Monitoring: Principal and Assistant Principal

Summative Evaluation: Some Progress Made Toward Strategy

Title I:

2.4, 2.6, 4.1





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the NEW Creative Curriculum Intended Audience: Pre-K teachers Date(s) / Timeframe: Aug 22- May 23 Provider / Presenter / Person Responsible: Asst Principal/ Principal Collaborating Departments: Pre-K team	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Instructional planning meetings will be prescheduled for the year to provide a day of pull out planning for teachers with the DA.

100% completion rate of teacher walk throughs per proration guide by the EOY 2022.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-163-30-510-000000-23F10 - \$82,070	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Foster collaborative partnerships- High Impact Tutoring, PLCs- with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Funding Sources: Substitutes for Instructional Planning - Title I (211) - 211-11-6112-0PD-163-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.</p>

District Goal 1: Early Literacy

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 37% to 42% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from __% to __% by May 2022. (Not Applicable)

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 35% by May 2022.

Evaluation Data Sources: MAP Fluency

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on MAP Fluency by 5%

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Implement School to Home communication weekly, and then as needed. Intended Audience: School staff and families Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, teachers Collaborating Departments: CLT, ILT, teachers Delivery Method: class DOJO, SMORE, Blackboard	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2022.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:





2.4, 2.5

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: School staff Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal Collaborating Departments: CLT, ILT	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 1: Early Literacy

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 34% to 43% by May 2023.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 43% by May 2023.

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: MAP Growth Reading scores will increase by 5% overall and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Title 1 Assistant

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 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. Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-163-24-313-000000- - \$4,998, - BEA (199 PIC 25) - 199-11-6399-001-163-25-313-000000 - \$474	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

School Performance Objective 3 Problem Statements:

School Processes & Programs

<p>Problem Statement 1: According to MAP Growth Reading EOY scores, when looking at the percent of students who met their growth projection, 25% of 2nd graders met growth.</p>
--

<p>Root Cause: Learning gaps due to the partial fidelity to the new district literacy framework and the four fundamentals of Literacy instruction.</p>

District Goal 2: Early Math

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 62% to 75% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 70% by May 2023.

Evaluation Data Sources: CLI

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 10%.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:





2.4, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the NEW Creative Curriculum Intended Audience: Pre-K Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal and Assistant Principal Collaborating Departments: Pre-K	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 capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Instructional planning meetings will be prescheduled for the year to provide a day of pull out planning for teachers with the DA.

100% completion rate of teacher walk throughs per proration guide by the EOY 2023.

Staff Responsible for Monitoring: Principal, AP, Data Analyst

Title I:

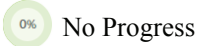
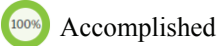
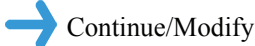

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Weekly PLCs by grade level Intended Audience: Grade level; Principal, Asst Principal, Data Analyst, Instructional Coach Date(s) / Timeframe: Tuesdays/year-long Provider / Presenter / Person Responsible: Principal, Asst Principal, Data Analyst, Instructional Coach Collaborating Departments: Teachers	Formative			Summative
	Nov	Jan	Mar	June
   				

District Goal 2: Early Math

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 22% to 27% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by 10% May 2023.

Evaluation Data Sources: TX-KEA

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase AA percentage on TX-KEA for students on track, in Math by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers

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

Action Step 1 Details	Reviews			
Action Step 1: AA students surpassed the goal of 10%; No longer using TX-KEA after Wave 1. School will focus on MAP Growth for subsequent data points. Intended Audience: Kinder teachers Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal, Data Analyst Collaborating Departments: Teachers and DA	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 capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Create a concentrated ILT for distributive leadership. One teacher for PK-2, One for 3-5, SpEd, and Specials represented Intended Audience: Whole Staff Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal and Asst Principal Collaborating Departments: Campus Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

District Goal 2: Early Math

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 Math from 43% to 50% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 43% by May 2023.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase in MAP Growth Math by 5% for all students.
AA will increase from 19% to 29%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 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.</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-163-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Create a teacher-led culture team to implement school-wide protocols. Intended Audience: Whole staff Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal Collaborating Departments: CLT and ILT	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:

School Processes & Programs
<p>Problem Statement 1: According to MAP Growth Reading EOY scores, when looking at the percent of students who met their growth projection, 25% of 2nd graders met growth. Root Cause: Learning gaps due to the partial fidelity to the new district literacy framework and the four fundamentals of Literacy instruction.</p>

District Goal 3: CCMR

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 39% to 50% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 34% by May 2023.

Evaluation Data Sources: 2022 STAAR results

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR reading scores will increase 5% and AA increase 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers





Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-163-30-510-000000-23F10 - \$3,240</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2022.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration schedule for walkthroughs and feedback. Intentional data meetings led by the DA. Intended Audience: Whole staff Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal, Data Analyst Collaborating Departments: CLT	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 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

District Goal 3: CCMR

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 or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7% to 20% by May 2023.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: Whole school Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal Collaborating Departments: CLT, ILT	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 teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: STAAR Math results will increase by 15% overall and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

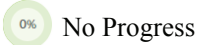

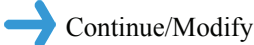

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: Whole School Date(s) / Timeframe: Yearlong Provider / Presenter / Person Responsible: Principal, Asst Principal Collaborating Departments: CLT, ILT	Formative			Summative
	Nov	Jan	Mar	June
   				

District Goal 4: Learning Environment (based on the BOE constraints)

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 53% to 30% by May 2023.

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR Reading will increase overall performance by 5% and AA by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 2.6, 4.1





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys. Funding Sources: - Parent Engagement - 211-61-6399-04L-163-30-510-000000-23F10 - \$885.50, - Parent Engagement - 211-61-6499-04L-163-30-510-000000-23F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increase in attendance by 2%.

Staff Responsible for Monitoring: Stay in school coordinator, attendance clerk, counselor, teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2





- TEA Priorities:

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

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04E-163-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 21-22 school year attendance rate has dropped school wide from 93% to 88%. Root Cause: Lack of monitored systems and protocols in place to accurately monitor attendance with fidelity.</p>

District Goal 4: Learning Environment (based on the BOE constraints)

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 156 to 75 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 77 to 35 by May 2023.

Evaluation Data Sources: FWISD Data Dashboard and Focus

Strategy 1: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2022.
Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Shared Proration Guide to calendar and drive the walkthrough process. Intended Audience: Admin/ED Date(s) / Timeframe: 8/15/22- 4/30/22 Provider / Presenter / Person Responsible: Principal/AP Collaborating Departments: Admin Delivery Method: Shared spreadsheet	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

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

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the new curriculum, additional math minutes built into the master schedule, intervention time built into the master schedule. Intended Audience: All staff Date(s) / Timeframe: year-long Provider / Presenter / Person Responsible: Principal, Asst Principal, teachers Collaborating Departments: CLT, ILT	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: Use effective classroom management and teaching methods to foster a positive learning environment.

Strategy's Expected Result/Impact: Increase students' school Connectedness

Staff Responsible for Monitoring: Admin, Teachers, TAs, CIC, counselor, FES

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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


Action Step 1 Details	Reviews			
Action Step 1: Weekly grade-level PLCs to internalize, plan, and practice implementing the new curriculum. Intended Audience: Teachers Date(s) / Timeframe: 8/15/22- 5/31/23	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Admin/CIC/Data Analyst

Collaborating Departments: Teachers/CIC/Admin/DA

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: Learning Environment (based on the BOE constraints)

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

School Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 18 to 5 by May 2023.

Evaluation Data Sources: ADQ Cycle Reports

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: Whole school Date(s) / Timeframe: Year-long Provider / Presenter / Person Responsible: Principal, Asst Principal Collaborating Departments: CLT, ILT	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4: Learning Environment (based on the BOE constraints)

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

School Performance Objective 4: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: District Survey will increase from 57% to 62% in the areas of emotional regulation and sense of belonging.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:

4.1





- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework. Funding Sources: - Title I (211) - 211-13-6329-04E-163-30-510-000000-23F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: According to Panorama data, Teacher-Student relationships dropped 9%, from the previous year (77%-68%). Root Cause: According to Panorama data, 57% of students struggled with regulating emotions (down 4%) from the previous year.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 4	Belinda Shakir	Teacher
Professional Non-Teaching Staff	Priscilla Littles	Assistant Principal
Community Representative 2	Patricia Klint	Community Member
Business Representative 1	Brett Wiesner	Business Member
Business Representative 2	Casey Williams	Business Member
DERC Representative 1	Jessica Langston	DERC Member
DERC Representative 2	Crystal Gill	DERC Member
Professional District-Level Staff	Janzia Bell-Cook	District Level Staff
Parent 1	Hana Auchenbach	Parent
Parent 2	Maribel Luna	Parent
Parent 3	Fred Willis	Parent
Community Representative 1	Kathy Metroka	Community Member
Classroom Teacher 1	Christina Swift	RISE Teacher
Classroom Teacher 2	Layton Hefner	2nd grade Teacher
Classroom Teacher 3	Octavia Williams	Pre-K Teacher

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Data Analyst	Data Analyst	211-13-6119-04E-163-30-510-000000-23F10	\$82,070.00
1	1	2	2	Substitutes for Instructional Planning	Subs for professional development	211-11-6112-0PD-163-30-510-000000-23F10	\$3,000.00
2	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-163-30-510-000000-23F10	\$3,000.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-163-30-510-000000-23F10	\$3,240.00
4	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-163-30-510-000000-23F10	\$3,000.00
4	4	1	1		Reading materials for professional development	211-13-6329-04E-163-30-510-000000-23F10	\$1,000.00
Sub-Total							\$95,310.00
Budgeted Fund Source Amount							\$95,310.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Supplies and materials for instructional use	199-11-6399-001-163-24-313-000000-	\$4,998.00
Sub-Total							\$4,998.00
Budgeted Fund Source Amount							\$4,998.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-163-30-510-000000-23F10	\$885.50
4	1	1	1		Snacks for Parents to promote participation	211-61-6499-04L-163-30-510-000000-23F10	\$1,000.00
Sub-Total							\$1,885.50
Budgeted Fund Source Amount							\$1,885.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Supplies and materials for instructional use	199-11-6399-001-163-25-313-000000	\$474.00
Sub-Total							\$474.00
Budgeted Fund Source Amount							\$474.00
+/- Difference							\$0.00
Grand Total Budgeted							\$102,667.50
Grand Total Spent							\$102,667.50
+/- Difference							\$0.00

Addendums