

Fort Worth Independent School District
165 Richard J. Wilson Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

To inspire learning and achieve excellence by creating meaningful learning opportunities.

Vision

To support a positive, welcoming environment for students, families, and staff; where individuals are inspired to excel in meaningful lifelong learning.

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2022

Demographics

Demographics Summary

RJ Wilson is a dual-language campus located on the South Side of FWISD. We are a community school with several families that have had multiple generations attend the school. RJ Wilson is a Title 1 campus that serves a diverse student population. Our discipline incidents are minimal.

Attendance Cycles: Cycle 1, Cycle 2, Cycle 3, Semester and Cycle 4, Cycle 5, Semester 2, Year totals

All	All Students	606	92.9	614	93.3	619	93.2	93.17	616	88.6	614	93.8	597	93.7	92.32	655	92.7
	Hispanic	574	92.9	580	93.3	583	93.2	93.15	581	88.5	580	94.0	562	93.7	92.35	616	92.7
	African American	6	93.1	6	97.8	8	92.7	94.26	6	89.7	4	89.8	4	92.1	90.63	8	92.7
	White	19	93.4	20	93.3	20	93.2	93.67	21	89.9	21	88.5	22	92.6	90.45	22	91.9
	Two or More	1	72.4	3	94.4	3	91.1	89.02	3	98.7	4	97.7	4	96.4	97.55	4	94.9
	Other	6	90.7	5	96.5	5	94.0	94.12	5	95.2	5	96.3	5	90.9	93.91	5	94.0
	LEP	283	94.1	340	94.0	341	94.6	94.17	339	89.4	338	95.1	337	95.1	93.54	359	93.8
	SE	50	94.4	52	93.2	52	92.9	93.50	57	86.1	56	93.8	55	92.0	90.70	66	91.7
	LEP Not Served	13	95.6	15	92.2	16	92.5	92.90	17	88.7	17	92.5	16	92.3	91.35	18	92.0

2019-2020 Mobility Rate: 10.2%, District 17.8%

Staff

Teachers by Ethnicity:				
African American	4.0	11.8%	22.2%	11.1%
Hispanic	18.0	52.9%	24.4%	28.4%
White	12.0	35.3%	50.7%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.8%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	2.0	5.9%	27.8%	23.8%
Females	32.0	94.1%	72.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.2%
Bachelors	27.0	79.4%	69.1%	73.0%
Masters	7.0	20.6%	29.0%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.9%	6.3%	6.7%
1-5 Years Experience	12.0	35.3%	28.5%	27.8%
6-10 Years Experience	4.0	11.8%	19.1%	20.3%
11-20 Years Experience	11.0	32.4%	30.1%	29.1%
21-30 Years Experience	3.0	8.8%	12.3%	13.0%
Over 30 Years Experience	2.0	5.9%	3.7%	3.1%

School Accountability Rating C - See Addendum

Demographics Strengths

Richard J. Wilson is a community school. Most students in the school have achieved growth based on MAP and CLI data. Third grade students have progressed more than 100% of their expected growth. Our community is very involved in the student's learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 16% of the 1st grade Hispanic students met projected growth on the MOY English Reading MAP Assessment during the 21-22 school year. **Root Cause:** Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful.

Problem Statement 2 (Prioritized): ADA Data from the 21-22 school year shows that out of 574 Hispanic students, there is an attendance rate of 93.15% in compared to the district goal of 95%. **Root Cause:** Stakeholders lack the systems needed to build strong relationships with students that encourages school attendance.

Student Learning

Student Learning Summary

See Addendum for Projected Proficiency Summary Report, MAP Growth Summary Report, and Report Card

Student Learning Strengths

In Math 16.2% of 2nd -5th grade students projected to be at Meets or Masters on MAP data for the 21-22 school year.

In Reading 18.6% of 2nd -5th grade students projected to be at Meets or Masters on MAP data for the 21-22 school year.

Based on the Student Growth Summary Report

Math

- 3rd grade met projected growth
- Kinder and 4th grade were close to meeting Math projected growth

Reading

- 3rd and 4th grade met projected growth
- Kinder and 2nd grade were close to meeting Reading projected growth

See Addendum for Projected Proficiency Summary Report, MAP Growth Summary Report, and Report Card

Problem Statements Identifying Student Learning Needs

Problem Statement 2 (Prioritized): Only 23% of 1st grade students in MAP MATH met their projected growth during the 21-22 school year. **Root Cause:** Teachers lack the training, resources/manipulatives and data interpretation knowledge to implement math foundational skills that align to the rigor in the state standards.

Problem Statement 3 (Prioritized): Based on the 2022 K-3 MAP MOY Fluency test shows that 71.5% of students are still at the Foundational Skills level based on the Oral Reading and Foundational Skills. **Root Cause:** Students do not have access to Spanish readers/online programs/books to make connections to their learning and practice their reading fluency.

School Processes & Programs

School Processes & Programs Summary

Weekly PLC meeting that target on student data, Tier 1 and accelerated instruction.

Clayton Yes services about 80 students daily with extra support in K-5th grade.

Lexia Core 5 accountability system has been established.

This school year, we are focusing on the new district curriculum for Reading (Amplify) and Math (Eureka) to ensure we meet the expected growth for each child.

School Processes & Programs Strengths

Students are welcomed at the classroom doors.

SEL time has been established during the school day.

Parent Engagement Specialist build relationships with parents of attendance students.

Campus committees have been established to get input from community and campus stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): Based on K-5 Lexia data as of March 2022, 63% of our students are reading Below Grade Level, 30% of our students are at Grade Level, and 7% are Above Grade Level. **Root Cause:** Teachers lack the necessary skills to plan and execute a rigorous reading lesson that has a strong focus on Word Study and Comprehension Skills.

Problem Statement 3 (Prioritized): Based on the 2022 MOY Fluency data, 64.9 of K-3rd grade students are working on Foundational Skills in Reading. **Root Cause:** Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

Perceptions

Perceptions Summary

We have constant communication with our parents.

The campus has a welcoming environment that encourages student to want to be on campus.

Staff communication and positive campus culture is a focus for this school year.

Parent engagement activities will be held on a monthly basis.

Perceptions Strengths

Based on stakeholder feedback, the campus is welcoming to students and staff and offers support to all.

Newly hired teachers are willing to learn and implement based on feedback.

Students are happy to be on campus and learning.

Parent interactions with the school community are high and well received.

Problem Statements Identifying Perceptions Needs

Problem Statement 2 (Prioritized): Based on the 2021 Fall Panorama Survey, 50% of the teachers struggle with relating to the most difficult students. **Root Cause:** Staff need items in their toolkit that will give them the necessary tools to relate to our current demographic shift.

Problem Statement 3 (Prioritized): Based on 2021 Fall Panorama Survey for 3rd-5th grade, only 38% of students stated that they can pull themselves into a positive mood after a conflict. **Root Cause:** Teachers lack the necessary strategies and resources to help students regulate their emotions.

Priority Problem Statements

Problem Statement 7: Only 16% of the 1st grade Hispanic students met projected growth on the MOY English Reading MAP Assessment during the 21-22 school year.

Root Cause 7: Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful.

Problem Statement 7 Areas: Demographics

Problem Statement 6: ADA Data from the 21-22 school year shows that out of 574 Hispanic students, there is an attendance rate of 93.15% in compared to the district goal of 95%.

Root Cause 6: Stakeholders lack the systems needed to build strong relationships with students that encourages school attendance.

Problem Statement 6 Areas: Demographics

Problem Statement 5: Only 23% of 1st grade students in MAP MATH met their projected growth during the 21-22 school year.

Root Cause 5: Teachers lack the training, resources/manipulatives and data interpretation knowledge to implement math foundational skills that align to the rigor in the state standards.

Problem Statement 5 Areas: Student Learning

Problem Statement 3: Based on K-5 Lexia data as of March 2022, 63% of our students are reading Below Grade Level, 30% of our students are at Grade Level, and 7% are Above Grade Level.

Root Cause 3: Teachers lack the necessary skills to plan and execute a rigorous reading lesson that has a strong focus on Word Study and Comprehension Skills.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Based on the 2021 Fall Panorama Survey, 50% of the teachers struggle with relating to the most difficult students.

Root Cause 2: Staff need items in their toolkit that will give them the necessary tools to relate to our current demographic shift.

Problem Statement 2 Areas: Perceptions

Problem Statement 4: Based on the 2022 K-3 MAP MOY Fluency test shows that 71.5% of students are still at the Foundational Skills level based on the Oral Reading and Foundational Skills.

Root Cause 4: Students do not have access to Spanish readers/online programs/books to make connections to their learning and practice their reading fluency.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: Based on the 2022 MOY Fluency data, 64.9 of K-3rd grade students are working on Foundational Skills in Reading.

Root Cause 8: Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 1: Based on 2021 Fall Panorama Survey for 3rd-5th grade, only 38% of students stated that they can pull themselves into a positive mood after a conflict.

Root Cause 1: Teachers lack the necessary strategies and resources to help students regulate their emotions.

Problem Statement 1 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Revised/Approved: April 27, 2022

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 73% to 79% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 76 % to 81 % by May 2023.

*Increase the percentage of Economically Disadvantaged who score On Track on Circle Phonological Awareness in English from 66 % to 70% by May 2023.

Evaluation Data Sources: CIRCLE Assessment

Strategy 1: Improve the quality and alignment of Tier 1 instruction for PK students through the use of Creative Curriculum implementation.

Strategy's Expected Result/Impact: Students in PK will be on track on CIRCLE Phonological Awareness skills.

Staff Responsible for Monitoring: Teachers, Administrators and Instructional Coach

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure staff is provided with opportunities to visit other PK teachers and receive PD to provide effective lessons based on research-based instructional ideas.</p> <p>Intended Audience: PK teachers Date(s) / Timeframe: Yearlong Provider / Presenter / Person Responsible: Data Analyst, Administration Team, Teachers Collaborating Departments: PK department Delivery Method: PLC's, PD</p> <p>Funding Sources: Substitute to cover classes for Professional Development - Title I (211) - 211-11-6112-0PD-165-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Based on the 2022 K-3 MAP MOY Fluency test shows that 71.5% of students are still at the Foundational Skills level based on the Oral Reading and Foundational Skills. Root Cause: Students do not have access to Spanish readers/online programs/books to make connections to their learning and practice their reading fluency.</p>
School Processes & Programs
<p>Problem Statement 3: Based on the 2022 MOY Fluency data, 64.9 of K-3rd grade students are working on Foundational Skills in Reading. Root Cause: Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.</p>

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 52 % to 56 % by May 2023.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43 % to 48 % by May 2023.

*Increase the percentage of English Language Learner students in Spanish in Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43 % to 47% by May 2023.

Strategy 1: Ensure direct and explicit daily instruction is being held through the implementation of the FWISD Literacy/Biliteracy Framework.

Strategy's Expected Result/Impact: Students will have direct and explicit instruction delivered on a daily basis, therefore, helping them improve fluency and literacy comprehension.

Staff Responsible for Monitoring: Administrator, Teacher, Coach

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's and after-school PD will be held weekly to ensure teachers are planning and executing effective lesson based on the CRIMSI (Amplify) curriculum.</p> <p>Intended Audience: PK-3rd grade teachers</p> <p>Date(s) / Timeframe: Year-long process</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Administration</p> <p>Collaborating Departments: Reading Dept.</p> <p>Delivery Method: PLC's, presentations, PD, etc.</p> <p>Funding Sources: Professional Development for teachers - Title I (211) - 211-11-6116-OPD-165-30-510-000000-23F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Based on K-5 Lexia data as of March 2022, 63% of our students are reading Below Grade Level, 30% of our students are at Grade Level, and 7% are Above Grade Level. **Root Cause:** Teachers lack the necessary skills to plan and execute a rigorous reading lesson that has a strong focus on Word Study and Comprehension Skills.

Problem Statement 3: Based on the 2022 MOY Fluency data, 64.9 of K-3rd grade students are working on Foundational Skills in Reading. **Root Cause:** Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

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 students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in Spanish Reading by 18%- 30% by May 2023.

Increase the percentage of students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in English Reading by 29%-44% by May 2023.

Increase the percentage of Hispanic 28% - 37%, Economically Disadvantage 28%-33%, Emergent Bilingual 26%-30%, who met or exceeded projected growth on STAAR Achievement in Reading by May 2023.

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for Reading through professional learning session, planning, materials and extended day activities.

Strategy's Expected Result/Impact: Students will see the correlation between school and home (real-world) examples.

Staff Responsible for Monitoring: Administration, Teachers, Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PK-5th grade Reading teacher and student materials and classrooms supplies will be purchased to ensure that all students have access to reading experiences.</p> <p>Intended Audience: Teachers, Students</p> <p>Date(s) / Timeframe: On-going</p> <p>Provider / Presenter / Person Responsible: Team Leads, Secretary</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Teacher Learning Supplies/Materials - Title I (211) - 211-13-6329-04E-165-30-510-000000-23F10 - \$5,000, Student Learning Supplies (instructional experiences) - Title I (211) - 211-11-6399-04E-165-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase instructional supplies (dictionaries) and materials for bilingual students to help with growth and mastery of content in 2nd language.</p> <p>Intended Audience: Teachers and students</p> <p>Date(s) / Timeframe: All year</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Delivery Method: In person</p> <p>Funding Sources: Materials and supplies - BEA (199 PIC 25) - 199-11-6399-001-165-25-313-000000 - \$2,004</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide after-school activities that will allow for students to use English Reading activities for our Emergent Bilingual (ELL) learners.</p> <p>Intended Audience: All students, specifically Emergent Bilinguals.</p> <p>Date(s) / Timeframe: November 2022</p> <p>Provider / Presenter / Person Responsible: Family Museum Night - Marisa Miranda</p> <p>Collaborating Departments: Family Engagement Specialist, Clayton Yes Afterschool</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Family Museum Night - Title I (211) - 211-61-6299-04L-165-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Professional Development will be attended that covers effective student engagement strategies that can help support Tier 1 instruction and that can be utilized in the classroom.

Strategy's Expected Result/Impact: Campus trainers will be able to share new learning with all staff at PLC's and Faculty Meetings

Staff Responsible for Monitoring: Teacher leaders and admin who will train the remaining staff.

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will attend Professional Development with in/out of district sources to expand their capacity to implement acquired student engagement strategies.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: June 2023 Provider / Presenter / Person Responsible: In and out of district Delivery Method: In person</p> <p>Funding Sources: Teacher PD - Title I (211) - 211-13-6411-04E-165-30-510-000000-23F10 - \$19,520, Campus Administrators - Title I (211) - 211-23-6411-04E-165-30-510-000000-23F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will receive PD opportunities to focus on TELPAS strategies that will support student growth. These opportunities will be provided during and after school.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: year-long Provider / Presenter / Person Responsible: Pyramid trainings, Bilingual/ESL dept Collaborating Departments: Bilingual/ESL Delivery Method: In-person</p> <p>Funding Sources: PD - Title I (211) - 211-11-6116-0PD-165-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Based on K-5 Lexia data as of March 2022, 63% of our students are reading Below Grade Level, 30% of our students are at Grade Level, and 7% are Above Grade Level. Root Cause: Teachers lack the necessary skills to plan and execute a rigorous reading lesson that has a strong focus on Word Study and Comprehension Skills.</p>
Perceptions
<p>Problem Statement 2: Based on the 2021 Fall Panorama Survey, 50% of the teachers struggle with relating to the most difficult students. Root Cause: Staff need items in their toolkit that will give them the necessary tools to relate to our current demographic shift.</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 1: Increase the percentage of PK students who score On Track on Circle Math from 73% to 77% by May 2023. Increase the percentage of Economically Disadvantaged students who score On Track on Circle Math 71% to 76% by May 2023.

Evaluation Data Sources: Circle Assessment

Strategy 1: Improve Tier 1 instruction using Math to focus on fluency and concept attainment by using the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Students in PK will master math fluency and basic concept attainment.

Staff Responsible for Monitoring: Teachers, Coach

Title I:

2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's and after-school PD will be held weekly to help teachers and teacher assistants plan meaningful lessons and daily activities to Creative Curriculum fidelity.</p> <p>Intended Audience: PK teachers and assistants</p> <p>Date(s) / Timeframe: On-going</p> <p>Provider / Presenter / Person Responsible: Administrators, Early Learning dept.</p> <p>Collaborating Departments: Early Learning Dept.</p> <p>Delivery Method: In-Person, Professional Dept.</p> <p>Funding Sources: PD for Teacher Assistants - Title I (211) - 211-11-6121-OPD-165-30-510-000000-23F10 - \$2,000, PD for Teachers - Title I (211) - 211-11-6112-OPD-165-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Only 23% of 1st grade students in MAP MATH met their projected growth during the 21-22 school year. **Root Cause:** Teachers lack the training, resources/manipulatives and data interpretation knowledge to implement math foundational skills that align to the rigor in the state standards.

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 67% to 73% by May 2023. Increase the percentage of Economically Disadvantaged students who score On Track on TX-KEA Math from 60% to 65% by May 2023.

Evaluation Data Sources: Circle Assessment

Strategy 1: Develop the capacity of teacher in Kinder to implement the FWISD Math framework through targeted professional development in critical thinking, problem solving application and district resources.

Strategy's Expected Result/Impact: Students learning will be maximized and instruction will be explicit.

Staff Responsible for Monitoring: Teachers, Administration

Title I:





2.5, 2.6

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Math manipulatives will be provided to teachers to help with lesson implementation and problem-solving mastery.</p> <p>Intended Audience: All math teachers.</p> <p>Date(s) / Timeframe: All year long</p> <p>Provider / Presenter / Person Responsible: Lead teachers, Math campus lead</p> <p>Collaborating Departments: Math Dept</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Classroom resources - Title I (211) - 211-11-6399-04E-165-30-510-000000-23F10 - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Only 23% of 1st grade students in MAP MATH met their projected growth during the 21-22 school year. **Root Cause:** Teachers lack the training, resources/manipulatives and data interpretation knowledge to implement math foundational skills that align to the rigor in the state standards.

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 46% to 50% by May 2023.

Increase the percentage of ELL students who Meet or Exceed projected growth on MAP Growth from 45% to 50% by May 2023.

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the district provided curriculum.

Strategy's Expected Result/Impact: Students in K-5th will Meet or Exceed Projected growth on MAP using the district adoption.

Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers

Title I:

2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional Development/Vertical Alignment opportunities will be provided to ensure fidelity to the new FWISD Math curriculum (Eureka) and the FWISD Instructional Framework.</p> <p>Intended Audience: All K-5th grade teachers</p> <p>Date(s) / Timeframe: All year</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Administration</p> <p>Collaborating Departments: Math Dept</p> <p>Delivery Method: PLC's and After-School PD, staff meetings</p> <p>Funding Sources: Professional Development opportunities - Title I (211) - 211-11-6112-0PD-165-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase supplies (ink, paper, etc..) and materials (manipulatives, etc..) for Subpopulations and all students to help with growth and mastery of grade level and above TEKS.</p> <p>Intended Audience: Teaches and students</p> <p>Date(s) / Timeframe: All year</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Delivery Method: In person</p> <p>Funding Sources: Supplies/Materials - SCE (199 PIC 24) - 199-11-6399-001-165-24-313-000000- - \$9,163, Supplies/Materials - Title I (211) - 211-11-6399-04E-165-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 23% of 1st grade students in MAP MATH met their projected growth during the 21-22 school year. Root Cause: Teachers lack the training, resources/manipulatives and data interpretation knowledge to implement math foundational skills that align to the rigor in the state standards.</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 4: Increase the percentage of students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in Math by 22%-46% by May 2023.

Increase the percentage of Hispanic 21% - 40%, Economically Disadvantage 21%-36%, Emergent Bilingual 23%-40%, who met or exceeded projected growth on STAAR Achievement in Math by May 2023.

Evaluation Data Sources: STAAR Math

Strategy 1: Staff will be provided with document cameras that will help model Eureka/Amplify lessons.

Strategy's Expected Result/Impact: Feedback will be provided for staff regarding the I Do, We Do, You Do process.

Staff Responsible for Monitoring: Administration





Title I:

2.4

- **TEA Priorities:**

Improve low-performing schools

-

Action Step 1 Details	Reviews			
Action Step 1: Monitoring of small group lesson will be conducted throughout the year. Intended Audience: All staff Date(s) / Timeframe: year-long Provider / Presenter / Person Responsible: Coach, Administration Collaborating Departments: Math, Science, Dept Delivery Method: in-peson Funding Sources: Document Cameras - Title I (211) - 211-11-6396-04E-165-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 MASTERS or above on STAAR Reading from 31% to 35% by May 2023.

Increase the percentage of Hispanic students scoring at MASTERS or above on STAAR Reading from 14% to 19% by May 2023.

Evaluation Data Sources: STAAR Reading

Strategy 1: Improve the quality and alignment of Tier 1 instruction using Amplify lessons for students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: Students will have several opportunities to master concepts from Amplify lessons.

Staff Responsible for Monitoring: Coach, Teachers, Administration

Title I:

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Data analyst will provide ongoing opportunities to help teachers interpret student data. Intended Audience: Teachers Date(s) / Timeframe: All-year Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In-person Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-165-30-510-000000-23F10 - \$80,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Technology will be provided for Data Analyst to assist with on and off campus data analysis of PK-5th grade students.</p> <p>Intended Audience: Data Analyst Date(s) / Timeframe: Beginning of the year Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In-person</p> <p>Funding Sources: Technology for Data Analyst - Title I (211) - 211-13-6396-04E-165-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Based on K-5 Lexia data as of March 2022, 63% of our students are reading Below Grade Level, 30% of our students are at Grade Level, and 7% are Above Grade Level. Root Cause: Teachers lack the necessary skills to plan and execute a rigorous reading lesson that has a strong focus on Word Study and Comprehension Skills.</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 MASTERS or above on STAAR Math from 21% to 25% by May 2023.

Increase the percentage of Hispanic students coring at MASTERS or above on STAAR Math from 20% to 24% by May 2023.

Evaluation Data Sources: STAAR Math

Strategy 1: Develop systems that explicitly monitor, adjust and allow for checking for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Students and teachers will have a system that allows for students to self-monitor and know next steps for growth.

Staff Responsible for Monitoring: Teachers, Administration.

Title I:

2.5, 2.6





- **TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Meetings will be held with teachers to track student performance and determining next steps. Steps will be shared with parents and students.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: All Year</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach</p> <p>Delivery Method: PLC's, Afterschool</p> <p>Funding Sources: Parent Conference After-hours - Title I (211) - 211-61-6116-04L-165-30-510-000000-23F10 - \$2,000, Parent Supplies - Title I (211) - 211-61-6399-04L-165-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Only 16% of the 1st grade Hispanic students met projected growth on the MOY English Reading MAP Assessment during the 21-22 school year. **Root Cause:** Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful.

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 7 % to 5 % by May 2023.

Evaluation Data Sources: Attendance Data

Strategy 1: Align and leverage programs (PBIS), resources and systems of support (MTSS) to improve daily attendance.

Strategy's Expected Result/Impact: Students will be addressed in all areas of needs (academic and social emotional).

Staff Responsible for Monitoring: Counselor, Teachers

Title I:

2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Provide student incentives to promote attendance Intended Audience: Students Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Administration Delivery Method: In-person Funding Sources: Incentives for students - Title I (211) - 211-11-6499-04E-165-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: ADA Data from the 21-22 school year shows that out of 574 Hispanic students, there is an attendance rate of 93.15% in compared to the district goal of 95%. Root Cause: Stakeholders lack the systems needed to build strong relationships with students that encourages school attendance.</p>

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 8% to 4% in Focus by May 2023.
Decrease the number of discipline referrals by school personnel for male students from 8% to 4% by May 2023.

Evaluation Data Sources: Panorama Survey

Strategy 1: Cultivate a safe, supportive and equitable learning environment grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.





Strategy's Expected Result/Impact: Students will feel they are safe and supported in the school environment.

Staff Responsible for Monitoring: Counselor, Administration, Teachers

Title I:
2.5, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Provide resources and professional development opportunities to train teacher how to help students regulate their emotions and build solid, positive relationships. Intended Audience: All teachers and staff Date(s) / Timeframe: by Dec. 2022 Provider / Presenter / Person Responsible: Counselor, Restorative Specialists, Family Engagement Specialist, etc Collaborating Departments: Family and Community Resources, Student Support Services Delivery Method: Professional Development Opportunities during staff meetings, PLC's.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: School counselor will closely monitor campus referrals in focus/branching minds to track trends, needed professional development to minimize referrals.

Strategy's Expected Result/Impact: Student referrals will diminish for the school year.

Staff Responsible for Monitoring: Counseling.

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: School counselor will provide campus referrals updates and next steps for providing PD. Intended Audience: Teachers, students Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Counselor Delivery Method: In person Funding Sources: Resources and Materials - Title I (211) - 211-31-6396-04E-165-30-510-000000-23F10 - \$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 2 Problem Statements:

Perceptions
<p>Problem Statement 3: Based on 2021 Fall Panorama Survey for 3rd-5th grade, only 38% of students stated that they can pull themselves into a positive mood after a conflict. Root Cause: Teachers lack the necessary strategies and resources to help students regulate their emotions.</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 Hispanic students from 2 %to 1% by May 2023.

Evaluation Data Sources: Suspension Report on Focus

Strategy 1: Foster collaborative partnerships (PLC's, SBDM, Student Council, High-Impact Tutoring) with all stakeholders to ensure students are on campus daily.

Strategy's Expected Result/Impact: Students will be ready to be on campus because their needs are being met.

Staff Responsible for Monitoring: Counselor, Teachers,

Title I:

2.5, 2.6, 4.2





- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: All teachers will greet students daily and provide morning meetings at least 2 times per week to build rapport with students. Social emotional goals will be created with students.</p> <p>Intended Audience: All teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Counselor Collaborating Departments: Restorative Specialist Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 3: Based on 2021 Fall Panorama Survey for 3rd-5th grade, only 38% of students stated that they can pull themselves into a positive mood after a conflict. Root Cause: Teachers lack the necessary strategies and resources to help students regulate their emotions.</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 25% to 50% (monthly/semester) by May 2023.

Evaluation Data Sources: Panorama Survey

Strategy 1: Leverage programs that will improve outcomes on community/students/staff surveys.

Strategy's Expected Result/Impact: All stakeholders will feel the campus-stakeholders relationships have improved.

Staff Responsible for Monitoring: Administration.

Title I:

4.1, 4.2

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Family Engagement Specialist will conduct monthly meetings with parents that will support campus/district goals.</p> <p>Intended Audience: Parents, community members</p> <p>Date(s) / Timeframe: year long</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Admin</p> <p>Delivery Method: in-person</p> <p>Funding Sources: Parent incentives - Parent Engagement - 211-61-6499-04L-165-30-510-000000-23F10 - \$2,781</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: All Pro-Dads will be established during the school year to help promote student attendance.</p> <p>Intended Audience: Fathers, students</p> <p>Date(s) / Timeframe: year-long</p> <p>Provider / Presenter / Person Responsible: All Pro Dads and Family Engagement Specialist</p> <p>Collaborating Departments: Clayton YES, All Pro Dads</p> <p>Delivery Method: in-person</p> <p>Funding Sources: Parent Resources and Materials - Title I (211) - 211-61-6399-04L-165-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: ADA Data from the 21-22 school year shows that out of 574 Hispanic students, there is an attendance rate of 93.15% in compared to the district goal of 95%. Root Cause: Stakeholders lack the systems needed to build strong relationships with students that encourages school attendance.</p>
Perceptions
<p>Problem Statement 2: Based on the 2021 Fall Panorama Survey, 50% of the teachers struggle with relating to the most difficult students. Root Cause: Staff need items in their toolkit that will give them the necessary tools to relate to our current demographic shift.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Irma Ayala	
Administrator	Tresha Johnson	
Paraprofessional	Marisa Miranda	Family Engagement Specialist
DERC Representative 1	Mireya Leyva	Data Analyst
Non-classroom Professional	Aahronda Bowie	Campus Instructional Coach
Community Representative	Ms. Wells	After-School Coordinator
District-level Professional	Luis Berzoza	Bilingual Coordinator
Community Representative	Aidee Lomeli	Templo Betel Representative
Classroom Teacher	Viviana Rodriguez	PK teacher
Classroom Teacher 1	Nancy Sustaita	Kinder teacher
Classroom Teacher 2	Brianna Guerrero	4th grade teacher
Community Representative 1	Frank Neal	Community Member
Parent	Alba Lopez	Parent
Non-classroom Professional	Isabel Moore	Dyslexia Teacher

CIP Development/Review Committee

Committee Role	Name	Position
Administrator	Irma Ayala	Principal
Non-classroom Professional	Mireya Leyva	Data Analyst
Administrator	Tresha Johnson	Assistant Principal

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitute to cover classes for Professional Development	Subs for professional development	211-11-6112-0PD-165-30-510-000000-23F10	\$3,000.00
1	2	1	1	Professional Development for teachers	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-23F10	\$7,000.00
1	3	1	1	Student Learning Supplies (instructional experiences)	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-23F10	\$3,000.00
1	3	1	1	Teacher Learning Supplies/Materials	Reading materials for professional development	211-13-6329-04E-165-30-510-000000-23F10	\$5,000.00
1	3	1	3	Family Museum Night	Family Science Night	211-61-6299-04L-165-30-510-000000-23F10	\$2,000.00
1	3	2	1	Teacher PD	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-165-30-510-000000-23F10	\$19,520.00
1	3	2	1	Campus Administrators	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-165-30-510-000000-23F10	\$7,000.00
1	3	2	2	PD	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-23F10	\$3,000.00
2	1	1	1	PD for Teacher Assistants	Extra duty pay for PD after hours (Support Personnel)	211-11-6121-0PD-165-30-510-000000-23F10	\$2,000.00
2	1	1	1	PD for Teachers	Subs for professional development	211-11-6112-0PD-165-30-510-000000-23F10	\$1,000.00
2	2	1	1	Classroom resources	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-23F10	\$8,000.00
2	3	1	1	Professional Development opportunities	Subs for professional development	211-11-6112-0PD-165-30-510-000000-23F10	\$5,000.00
2	3	1	2	Supplies/Materials	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-23F10	\$5,000.00
2	4	1	1	Document Cameras	Technology for instructional use	211-11-6396-04E-165-30-510-000000-23F10	\$3,000.00
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-165-30-510-000000-23F10	\$80,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Technology for Data Analyst	Technology for data analyst	211-13-6396-04E-165-30-510-000000-23F10	\$2,000.00
3	2	1	1	Parent Supplies	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-23F10	\$3,000.00
3	2	1	1	Parent Conference After-hours	Extra duty for family engagement activities after hours	211-61-6116-04L-165-30-510-000000-23F10	\$2,000.00
4	1	1	1	Incentives for students	Snacks or incentives for students	211-11-6499-04E-165-30-510-000000-23F10	\$5,000.00
4	2	2	1	Resources and Materials	Technology for counselor	211-31-6396-04E-165-30-510-000000-23F10	\$3,000.00
4	4	1	2	Parent Resources and Materials	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-23F10	\$2,000.00
Sub-Total							\$170,520.00
Budgeted Fund Source Amount							\$170,520.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Supplies/Materials	Supplies and materials for instructional use	199-11-6399-001-165-24-313-000000-	\$9,163.00
Sub-Total							\$9,163.00
Budgeted Fund Source Amount							\$9,163.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Parent incentives	Snacks for Parents to promote participation	211-61-6499-04L-165-30-510-000000-23F10	\$2,781.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,781.00
Budgeted Fund Source Amount							\$2,781.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Materials and supplies	Supplies and materials for instructional use	199-11-6399-001-165-25-313-000000	\$2,004.00
Sub-Total							\$2,004.00
Budgeted Fund Source Amount							\$2,004.00
+/- Difference							\$0.00
Grand Total Budgeted							\$184,468.00
Grand Total Spent							\$184,468.00
+/- Difference							\$0.00

Addendums