

**Fort Worth Independent School District  
184 Worth Heights Elementary School  
2022-2023 Campus Improvement Plan**



# Mission Statement

## Worth Heights Mission Statement

The mission of Worth Heights Elementary is to provide and support rigorous opportunities which result in successful completion of a high quality school experience for all students.

## Vision

The vision of Worth Heights is to create a nurturing learning community where excellence is expected of everyone.

## Value Statement

At Worth Heights We Believe.....

- In being kind, compassionate, and respectful.
- ALL kids deserve to be physically and emotionally safe.
  
- Everyone should have a voice.
- Learning can and should be fun.
- ALL students deserve high-quality instruction in a way that meets their needs.

- Community and parent partnerships are key.
- In setting goals and achieving them.
- In integrating culture and equitable practices.
- In embracing new challenges.
- ALL STUDENTS MATTER!!

**WE ARE BETTER TOGETHER!!!!**

# Table of Contents

- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Learning 6
  - School Processes & Programs 7
  - Perceptions 9
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- District Goals 14
  - 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. 15
  - 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. 22
  - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 28
  - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 32
- Campus Funding Summary 39

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Worth Heights Elementary is a PK-5th grade Title 1 campus with an enrollment of 500 students. It is located on the southside of Fort Worth in a tight knit, established community located on I35 between Ripy and Seminary. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. WH is currently rezoning their boundary lines which will impact many families coming in and going out.

We employ high quality and talented staff with minimal turnover year to year.

Ethnicity breakdown: 96.2% Hispanic, 2.6% white, and .5% Asian and .2% African American.

At-risk population 95%

Sped 12% with two self contained units (RISE and ECSE)

Dual Language campus

ELL 56% Mobility 10%

Attendance 96%

### Demographics Strengths

Worth Heights has many strengths some of the many notable strengths in the area of demographics include:

- High quality and talented staff with minimal turnover year to year
- Low student discipline rate
- Strong family and community ties
- High number of Spanish speaking employees
- Top quality customer service
- 100% of staff indicate Worth Heights has an inviting work environment (per stakeholder survey)
- 91% of staff indicate positive staff-leadership relationships

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** In the 22-22 school year attendance has dropped for our Hispanic population from 93 % to 85% as of April 2022 per ADQ reports. **Root Cause:** Inconsistent monitoring and communication by staff.

# Student Learning

## Student Learning Summary

Worth Heights Elementary met standard for 2019 STAAR, received 2 distinctions and a grade of 86-B from TEA. Previously in 2018 WH received all 6 distinctions for STAAR and a grade of A.

Student literacy progress through strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks and Core 5 LEXIA reading progress. In addition, Accelerated Reader is used to support student reading motivation and grow independent reading levels. Participation in the Texas Reading Academies has strengthened our knowledge in best practices in the science of teaching reading. In reading and math STAAR assessments, students grade 3-5 have had a steady increase in scores over the past 5 years.

## Student Learning Strengths

Worth Heights has many strengths some of the many notable strengths in the area of student learning include:

- Strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks and required LEXIA minutes.
- Data driven planning and intentional PLC processes
- Aligned and targeted instruction
- Continuously building a climate of intrinsically motivated students
- High student participation and engagement

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics skills

## School Processes & Programs

### School Processes & Programs Summary

Worth Heights offers a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, one way dual language, counseling services, small group interventions. Worth Heights also offers adult language education on campus.

Through our intentional and targeted planning in PLCs, teachers are aligned to the curriculum, state standards and best practices throughout the content areas. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

Our student enrichment programs include; safety patrol, student council, running and bike club, choir, Ballroom dancing, Optimist Sports, Spelling and Math Bee, Battle of the Books.

Worth Heights offers one to one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, etc.)

Restorative practices and training in place for all staff that builds strong relationships and problem solving skills.

### School Processes & Programs Strengths

Worth Heights has many strengths some of the many notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment
- Technology- smartboards in every classroom, 1 to 1 technology, interactive apps and assessments
- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Implementation of a detailed and specific COVID plan; instructional, wellness, and safety
- Resources purchased to enhance and ease virtual and in person learning (cordless microphones, tripods for recording, document cameras)

### Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1 (Prioritized):** Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause:** Gaps in foundational math skills.

# Perceptions

## Perceptions Summary

Worth Heights is a tight knit, established community. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. Parent commitment to the school and support of teachers and staff is very high, however due to the percentage of families that struggle financially, parent education and language barrier can sometimes hinder parent involvement and support directly to the different aspects of the school.

We employ high quality and talented staff with minimal turnover year to year.

Shared pride throughout the building and staff. 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.

-Staff involvement and participation with activities outside the scope of their primary role is always high.

Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.

-Families within the community that no longer have students that attend the campus still come to school events like school carnivals, PTA events, musical programs, etc.

-Strong, top quality customer service to all stakeholders.

-Strong Family Communications Liaison that provides support and coordinates volunteer opportunities.

## Perceptions Strengths

Worth Heights has many strengths some of the many notable strengths in the area of Perceptions are:

- 85% of student feel supported through their relationships with friends, family, and adults at school.
- 
- 100% of staff indicate Worth Heights has an inviting work environment (per stakeholder survey)
- 91% of staff indicate positive staff-leadership relationships.
- Strong Family Engagement Specialist with connections to community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Worth Heights has a lack of direct parental involvement with only 60 member active on PTA, as well as 0 community partners. **Root Cause:** Decrease in outreach and follow through to gain new members and community partners.

# Priority Problem Statements

**Problem Statement 1:** In the 22-22 school year attendance has dropped for our Hispanic population from 93 % to 85% as of April 2022 per ADQ reports.

**Root Cause 1:** Inconsistent monitoring and communication by staff.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data.

**Root Cause 2:** Gaps in phonics skills

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data.

**Root Cause 3:** Gaps in foundational math skills.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Worth Heights has a lack of direct parental involvement with only 60 member active on PTA, as well as 0 community partners.

**Root Cause 4:** Decrease in outreach and follow through to gain new members and community partners.

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **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-PCESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# District Goals

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

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 58% to 70% by May 2023.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 75% by May 2023.

\*Increase the percentage of economically disadvantaged English students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 70% by May 2023.

**Evaluation Data Sources:** BOY-MOY-EOY CIRCLE data

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

**Strategy's Expected Result/Impact:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 58% to 70% by May 2023.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 75% by May 2023.

\*Increase the percentage of economically disadvantaged English students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 70% by May 2023.

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst and PK Teachers

**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 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. PK teachers attend and progress through the required professional learning for Creative Curriculum <b>Intended Audience:</b> PK Teachers, ILT <b>Date(s) / Timeframe:</b> Ongoing PD first and second semester <b>Provider / Presenter / Person Responsible:</b> Early Learning Department <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> face to face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> 2. Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs. <b>Intended Audience:</b> PK Teachers, ILT <b>Date(s) / Timeframe:</b> Weekly PLCs on Tuesdays <b>Provider / Presenter / Person Responsible:</b> PK Teachers, ILT <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face to face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 58% to 70% by May 2023.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 75% by May 2023.

\*Increase the percentage of economically disadvantaged English students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 70% by May 2023.

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst and PK Teachers

**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 5: Effective Instruction

**Problem Statements:** Student Learning 1

**School Performance Objective 1 Problem Statements:**



## Student Learning

**Problem Statement 1:** Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics skills

**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 \_\_\_% to \_\_\_% 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 \_\_\_% to \_\_\_% by May 2023.

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

**Evaluation Data Sources:** BOY-MOY-EOY MAP Fluency data

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

**Strategy's Expected Result/Impact:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from \_\_\_% to \_\_\_% 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 \_\_\_% to \_\_\_% by May 2023.

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

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. K-3rd teachers attend and progress through the required professional learning for Amplify. <b>Intended Audience:</b> K-3rd teachers, ILT <b>Date(s) / Timeframe:</b> Summer 2022 and throughout fall and spring semester <b>Provider / Presenter / Person Responsible:</b> Literacy department <b>Collaborating Departments:</b> Literacy department <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Supplies and materials for instructional use - BEA (199 PIC 25) - 199-11-6399-001-184-25-313-000000 - \$1,554	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from \_\_\_% to \_\_\_% 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 \_\_\_% to \_\_\_% by May 2023.

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

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data. <b>Root Cause:</b> Gaps in phonics skills

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

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41% to 65% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 46% to 70% by May 2023.

\*Increase the percentage of English special education students from 38% to 60% by May 2023.

**Evaluation Data Sources:** BOY-MOY-EOY MAP Growth data

**Strategy 1:** 1.Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41% to 65% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 46% to 70% by May 2023.

\*Increase the percentage of English special education students from 38% to 60% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

- **Results Driven Accountability**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1.Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. <b>Intended Audience:</b> Teachers, Data Analyst, Coach	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Date(s) / Timeframe:</b> After district benchmarks and BOY-MOY and EOY MAP administration</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-184-30-510-000000-23F10 - \$79,800, Supplies and materials for instructional use - Title I (211) - 211-11-6399-04E-184-30-510-000000-23F10 - \$5,240</p>				
---	--	--	--	--

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41% to 65% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 46% to 70% by May 2023.

\*Increase the percentage of English special education students from 38% to 60% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

- **Results Driven Accountability**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 2. Ensure PLC focus of lesson internalization and planning for Amplify lessons.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Delivery Method:</b> face to face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**School Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics skills

**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 77% to 85% by May 2023.  
Increase the percentage of English ED students from 72% to 80% by May 2023.

**Evaluation Data Sources:** BOY-MOY-EOY CIRCLE data

**Strategy 1:** 1. Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math from 77% to 85% by May 2023.  
Increase the percentage of English ED students from 72% to 80% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 2. Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs. <b>Intended Audience:</b> PK teachers and ILT <b>Date(s) / Timeframe:</b> Weekly <b>Provider / Presenter / Person Responsible:</b> PK teachers and ILT <b>Delivery Method:</b> face to face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math from 77% to 85% by May 2023.  
Increase the percentage of English ED students from 72% to 80% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 1

**School Performance Objective 1 Problem Statements:**

School Processes & Programs
-----------------------------

<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data. <b>Root Cause:</b> Gaps in foundational math skills.
---



**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 36% to 55% by May 2023.

Increase the percentage of English ED students from 33% to 50% by May 2023.

**Evaluation Data Sources:** BOY-MOY-EOY TX KEA data

**Strategy 1:** 1. Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 36% to 55% by May 2023.

Increase the percentage of English ED students from 33% to 50% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Track weekly walkthroughs and feedback in Eduphoria and calibrate with AP. <b>Intended Audience:</b> Principal and AP <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> face to face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 36% to 55% by May 2023.

Increase the percentage of English ED students from 33% to 50% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data. <b>Root Cause:</b> Gaps in foundational math skills.

**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 47% to 65% by May 2023.

Increase the percentage of special education students from 43% to 60% by May 2023.

**Evaluation Data Sources:** BOY-MOY-EOY MAP data

**Strategy 1:** 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.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 65% by May 2023.

Increase the percentage of special education students from 43% to 60% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

- **Results Driven Accountability**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1.Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps.</p> <p><b>Intended Audience:</b> Teachers and ILT</p> <p><b>Date(s) / Timeframe:</b> After district benchmarks and BOY-MOY-EOY MAP</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Substitutes - Title I (211) - 211-11-6112-0PD-184-30-510-000000-23F10 - \$11,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 65% by May 2023.

Increase the percentage of special education students from 43% to 60% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

- **Results Driven Accountability**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 2. Ensure PLC focus of lesson internalization and planning for Eureka lessons. <b>Intended Audience:</b> Teachers and admin <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Math department <b>Delivery Method:</b> face to face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data. <b>Root Cause:</b> Gaps in foundational math skills.

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 51% to 60% by May 2023.

Increase the percentage of special education students from 31% to 40% by May 2023.

**Evaluation Data Sources:** 3rd-5th STAAR math reports and FWISD benchmark reports

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 55% by May 2023.

Increase the percentage of special education students from 40% to 55% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 2. Ensure PLC focus of lesson internalization and planning for Amplify lessons, as well as diverse library materials and AR. <b>Intended Audience:</b> Teachers and ILT <b>Date(s) / Timeframe:</b> weekly <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Reading materials - Title I (211) - 211-11-6329-04E-184-30-510-000000-23F10 - \$23,000	Formative			Summative
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 55% by May 2023.

Increase the percentage of special education students from 40% to 55% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**School Performance Objective 1 Problem Statements:**

Student Learning
------------------

<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 30% met or exceeded their projected growth measure on the MOY Reading MAP data. <b>Root Cause:</b> Gaps in phonics skills
---

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 46% to 55% by May 2023.

Increase the percentage of special education students from 34% to 50% by May 2023.

**Evaluation Data Sources:** 3rd-5th STAAR math reports and FWISD benchmark data

**Strategy 1:** 1. Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 33% to 50% by May 2023.

Increase the percentage of special education students from 34% to 50% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure PLC focus of lesson internalization and planning for Eureka lessons. <b>Intended Audience:</b> Teachers and ILT <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Supplies and materials for instructional use - Title I (211) - 211-11-6399-04E-184-30-510-000000-23F10 - \$11,000, Supplies and materials for instructional use - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** 2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 33% to 50% by May 2023.

Increase the percentage of special education students from 34% to 50% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership Team and teachers

**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, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Of our current 21-22 2nd grade students, only 28% met or exceeded their projected growth measure on the MOY Math MAP data. <b>Root Cause:</b> Gaps in foundational math skills.



**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 23% to 10% by May 2023.

**Evaluation Data Sources:** ADQ attendance reports, FWISD FOCUS attendance reports, reports and documentation from counselor, clerk and FES

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

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 23% to 10% by May 2023.

**Staff Responsible for Monitoring:** Principal, AP, counselor, clerk, teachers, and FES

**Title I:**

2.5, 4.1, 4.2

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**- Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> FES will monitor student attendance and collaborate with counselor and teachers to track students and provide support services.</p> <p><b>Intended Audience:</b> FES, counselor, teachers, clerk, admin</p> <p><b>Date(s) / Timeframe:</b> Weekly</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, counselor, teachers, clerk, admin</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Book vending equipment - Title I (211) - 211-11-6398-04E-184-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** In the 22-22 school year attendance has dropped for our Hispanic population from 93 % to 85% as of April 2022 per ADQ reports. **Root Cause:** Inconsistent monitoring and communication by staff.

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from to 7 to by May 2023.

**Evaluation Data Sources:** FOCUS Discipline reports, ADQ Cycle reports

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

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals by school personnel from to \_\_\_ by May 2023.

Decrease the number of discipline referrals by school personnel for students from \_\_\_ to \_\_\_ by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and teachers

**Title I:**

2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 5th grade students will participate in Dancing Classrooms North Texas. <b>Intended Audience:</b> 5th grade students, PE teachers <b>Date(s) / Timeframe:</b> Spring semester, twice a week <b>Provider / Presenter / Person Responsible:</b> DCNT <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Dancing Classrooms North Texas - Title I (211) - 211-11-6299-04E-184-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Celebrate and acknowledge students academic gains (treasure box, reading reward cart, star student) <b>Intended Audience:</b> Students, teachers, ILT <b>Date(s) / Timeframe:</b> daily, weekly, six weeks <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Student incentives - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - \$3,242	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Create buddy classes within the school to increase positive school culture and sense of belonging for students. <b>Intended Audience:</b> Students and teachers <b>Date(s) / Timeframe:</b> Minimum 2x a month <b>Provider / Presenter / Person Responsible:</b> Teachers, Leadership team <b>Delivery Method:</b> face to face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> In the 22-22 school year attendance has dropped for our Hispanic population from 93 % to 85% as of April 2022 per ADQ reports. <b>Root Cause:</b> Inconsistent monitoring and communication by staff.

**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 ELL students from .05% to 0% by May 2023.

**Evaluation Data Sources:** FOCUS Discipline reports, ADQ Cycle reports

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

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions for ELL students from .05% to 0% by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and teachers

**Title I:**

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Problem Statements:** Demographics 1

**School Performance Objective 3 Problem Statements:**

Demographics
--------------

<b>Problem Statement 1:</b> In the 22-22 school year attendance has dropped for our Hispanic population from 93 % to 85% as of April 2022 per ADQ reports. <b>Root Cause:</b> Inconsistent monitoring and communication by staff.
---

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

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2023.

**Evaluation Data Sources:** Communication artifacts, Event attendance sheets, Parent feedback, SBDM agendas, Student input

**Strategy 1:** 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.

**Strategy's Expected Result/Impact:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and FES

**Title I:**

2.5, 4.1, 4.2





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> FES will host monthly family classes/events to provide educational information to strengthen the home/school partnership.</p> <p><b>Intended Audience:</b> FES, WH families, community</p> <p><b>Date(s) / Timeframe:</b> Monthly</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, ILT</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Snacks to promote participation - Parent Engagement - 211-61-6499-04L-184-30-510-000000-23F10 - \$2,268</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** 2. Family Engagement Specialist and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.

**Strategy's Expected Result/Impact:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation

in key strategic events and programs from 3 to 6 by May 2023.

**Staff Responsible for Monitoring:** Instructional Leadership team and FES

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

**School Performance Objective 4 Problem Statements:**

Perceptions
-------------

<b>Problem Statement 1:</b> Worth Heights has a lack of direct parental involvement with only 60 member active on PTA, as well as 0 community partners. <b>Root Cause:</b> Decrease in outreach and follow through to gain new members and community partners.
--

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Data Analyst	Data Analyst	211-13-6119-04E-184-30-510-000000-23F10	\$79,800.00
1	3	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-23F10	\$5,240.00
2	3	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-184-30-510-000000-23F10	\$11,000.00
3	1	1	1	Reading materials	Reading materials for classroom use	211-11-6329-04E-184-30-510-000000-23F10	\$23,000.00
3	2	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-23F10	\$11,000.00
4	1	1	1	Book vending equipment	Equipment	211-11-6398-04E-184-30-510-000000-23F10	\$5,000.00
4	2	1	1	Dancing Classrooms North Texas	Contracted instructional services	211-11-6299-04E-184-30-510-000000-23F10	\$3,000.00
<b>Sub-Total</b>							\$138,040.00
<b>Budgeted Fund Source Amount</b>							\$138,040.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	\$4,000.00
4	2	1	2	Student incentives	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	\$3,242.00
<b>Sub-Total</b>							\$7,242.00
<b>Budgeted Fund Source Amount</b>							\$7,242.00
<b>+/- Difference</b>							\$0.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks to promote participation	Snacks for Parents to promote participation	211-61-6499-04L-184-30-510-000000-23F10	\$2,268.00
<b>Sub-Total</b>							\$2,268.00
<b>Budgeted Fund Source Amount</b>							\$2,268.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	199-11-6399-001-184-25-313-000000	\$1,554.00
<b>Sub-Total</b>							\$1,554.00
<b>Budgeted Fund Source Amount</b>							\$1,554.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$149,104.00
<b>Grand Total Spent</b>							\$149,104.00
<b>+/- Difference</b>							\$0.00