

Fort Worth Independent School District
207 Westpark Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Value Statement

Focus Statement - We WILL GROW in EXCELLENCE

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2022

Demographics

Demographics Summary

With more than 80,000 students in 83 elementary schools, 24 middle schools, and 6th-grade centers, 21 high schools, and 16 other campuses, Fort Worth ISD is highly diverse.

- Hispanic: 63%
- African American: 22%
- White: 11%
- Asian: 0.17%
- Two or more races: 0.17%

Westpark Elementary is PK-5th campus in Fort Worth ISD in Benbrook, TX.

- Hispanic: 27%
- African American: 6%
- White: 62%
- Asian: 1%
- Two or more races: 4%

We relocated to our current campus in August of 2015. Our campus is predominantly filled with neighborhood students. With the population growth in Benbrook, transfers are often requested but rarely granted due to class size. Most families bring their Wildcats to school by car or walk. We have three buses that serve our stakeholders and two buses designated for self-contained special education. We also partner with the YMCA for an on-site after-school program.

This past year, we have grown by more than fifty students from our 2020-2021 Snapshot data. In Fall 2020, PEIMS submission Westpark had 770 students enrolled. However, that number has continued to rise and we eclipsed 800 during the winter months and now have withdrawn about 25 Travelers in the last six weeks of school. We currently have 783 enrolled. While recovering from COVID and the close of campus virtual learning options, our attendance did not meet our usual standards. We saw a decline from the 97% attendance rate in 2020-2021 to 94.05% attendance rate during the first semester of the 2021-2022 school year. We remain higher than the overall FWISD district attendance percentage of 91.74%.

Our campus attributes the high attendance rate during the pandemic recovery to a strong partnership with parents and a focus on high-quality education. Westpark Elementary's student groups include 4.5% English Learners (ELs), 10% Gifted and Talented, and 14% Special Education. Additionally, 36% are economically disadvantaged.

Westpark Elementary employs a dedicated, high-quality, talented staff. Teachers on average have at least eight years of experience. Westpark is fortunate to have a staff that closely monitors instruction and focuses on growth for ALL students. The turnover rate among our staff is low because people love to work at Westpark. Our campus employs stakeholder input in various ways including a campus leadership team, Professional Learning Communities (PLC), a robust PTA, community partners, as well as our Site-Based Decision-Making (SBDM) committee. We are fighting overcrowding in the lower grade levels due to the continued growth in our neighborhood. A bond was passed in the Fall of 2021 that will result in a Westpark Relief Campus open in 2023-2024.

Demographics Strengths

Westpark Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move to the Benbrook area for the school and/or from the area are seeking transfers to Westpark, asking for tours, etc based on student performance and family engagement. Because our families value education we have many supportive parents and students who are committed to success.
2. The 94% attendance rate at Westpark Elementary is consistently above the district average.
3. Panorama Survey data shows that 97% of the staff and faculty believe that Westpark is an inviting work environment.
4. Panorama Survey data shows that 88% of our Westpark students feel supported with their relationships with family, friends, and adults at school.
5. Westpark stakeholders (staff, PTA, community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, weekend to-go bags, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2021 - 2022, Westpark enrollment fluctuated between 770 and 806 students. This enrollment trend shows a new group of students that enroll after the snapshot date and withdraw during the last six weeks of school. This creates out-of-compliance classrooms for the majority of the school year but does not appear in the snapshot or end-of-year data. **Root Cause:** Westpark leadership has not built teacher capacity to meet the needs of traveling students with limited/broken school experience.

Problem Statement 2 (Prioritized): In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. **Root Cause:** Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.

Student Learning

Student Learning Summary

Westpark has historically performed near the top of all FWISD Elementary Schools. We pride ourselves on our TIER I School Performance Framework Rating. Our TEA Report Card Accountability Rating was a high B at 89.4%. We scored an A in Student Achievement but did not meet that same standard in Domain II, Academic Growth. We retooled our school focus to not only target student achievement but individual student growth. The campus data shows we are showing growth in district benchmarks and MAP but not meeting our historical achievement targets based on prior years' STAAR and other district-selected assessments. The campus leadership committee met and disaggregated the MOY MAP data in Reading and Math. The committee analyzed differences between student groups (special ed, at-risk, and EL) and grade levels. The summary data listed below includes information that rose to the top as the committee's most significant findings. This information was shared with other stakeholders to solidify understanding of the high priority needs and root causes. Our continued Westpark Focus on growth for ALL students must remain at the forefront of all decision-making.

Student Learning Strengths

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark TXKEA Second Wave Data from January 2022 show that 58.7% of our kindergarten students are on track in math
3. Westpark CLI Second Wave Data from January 2022 show that 81% of our PK students score on track.
4. Westpark consistently performed in the top 5 of all FWISD Elementary Schools on the District Benchmark Assessments given in 2021-2022
5. Panorama Survey data shows that at least 70% of our Westpark students in grades 3-5 are on track with their social-emotional learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2021-2022, Westpark students in grades K-3 did not meet 55% of the projected growth target on the MOY MAP Reading Assessment: Kindergarten - 40%, 1st grade - 39%, 2nd grade - 50%, 3rd grade - 53% **Root Cause:** Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to implement HB3 learnings, and Neuhaus practices which will result in increased student achievement.

Problem Statement 2 (Prioritized): According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.

School Processes & Programs

School Processes & Programs Summary

Westpark Elementary has a history of being a systems-orientated organization, with high performance, and a long tenure of high-quality staff. Westpark does not have to actively recruit teachers and staff to our campus. The reputation of excellence brings exceptional candidates when a vacancy is available. The majority of new hires come with vast experience in education. Our local budget is limited and we utilize the district-supported curriculum documents to implement the TEKS. Our community partners and PTA play a vital role in supporting our campus with curricular and non-curricular programs that have a proven impact on achievement. These purchased programs are essential in maintaining our culture of excellence. Westpark core content staff engage in weekly PLC meetings and focus on improving instruction and student achievement. Westpark specials teachers consistently incorporate and connect multiple subjects into their fine arts/health and wellness curriculum for all Wildcats. The Westpark special education inclusion/resource team and dyslexia teachers have worked collaboratively with classroom teachers to raise the expectations that all learners regardless of identification will grow. The Westpark RISE teachers have implemented the ULS Curriculum with fidelity and are tracking student progress in accordance with IEP goals.

We realize that we must stay current in our professional practices and learnings. In the 2021-2022 school year, Westpark teachers in K-3, special education, dyslexia, and campus administrators participated in the HB3 Texas Reading Academy receiving over 60 hours of professional development. Westpark K-2 teachers have also been trained in the Neuhaus curriculum to support phonics and phonemic awareness instruction. The MAP data and district benchmarks have exposed processes that need more intensive support to meet the needs of today's learners. We are focused on building a solid literacy foundation in K-2 to assist our 3-5 teachers. We must continue to support 3-5 literacy efforts, especially with HB4545 implementation. Utilizing the FWISD literacy instructional model of explicit, direct instruction on grade level will continue to be a priority for the 2022-2023 school year.

School Processes & Programs Strengths

Westpark Elementary has many strengths. Some of the most notable school processes and program strengths include:

1. Westpark Elementary maintains a strong relationship with the Westpark PTA and community partners to further our campus mission, vision, and focus.
2. Westpark Elementary core content teachers meet weekly in PLCs to improve instruction and student achievement.
3. Westpark Special Education Teachers create and implement IEPs that allow our students who receive special services to make academic and social-emotional growth.
4. Westpark Specials (Fine Arts/Physical Education, Health, and Wellness) continuously incorporate multiple perspectives and core content curriculum into their daily instruction.
5. According to the TAPR Report (Texas Academic Progress Report 2019-2020), almost 80% of the Westpark Professional Staff has more than five years of teaching experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the 2021-2022 Panorama Survey, 43% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. **Root Cause:** Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

Problem Statement 2: According to the 2021-2022 Lexia Core Five Dashboard, Westpark has struggled to implement the FWISD required computer reading program with fidelity across all grade levels. **Root Cause:** Westpark has not prioritized a school-wide Lexia time or supplemental training to ensure fidelity in implementation.

Perceptions

Perceptions Summary

Westpark Elementary has a reputation for excellence throughout the community. We are proud to be considered a Tier I School in FWISD. Westpark prides itself in building relationships with all stakeholders while modeling our Cultural Tenets. We recently worked collaboratively with students, SBDM, campus leadership team, community, and staff to revise our campus mission, vision, and focus.

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Focus Statement - We WILL GROW in Excellence!

Our students who qualify as economically disadvantaged and students who speak languages other than English have continued to rise. We must maintain a focus on connecting with all stakeholders. We have outgrown our neighborhood and must make a concentrated effort to include all learners regardless of differences, culture, backgrounds, languages, and socioeconomic status. Our most recent 2021 PTA Survey of Excellence showed near 10% gains from the same 2019 survey in areas of communicating with families and Our school shows respect to all families regardless of differences (e.g. age, gender, race, cultural background). One comment in the survey stated, "Westpark Elementary in Benbrook, TX is a fantastic school! It is ethnically and economically diverse, but the teachers and parents treat each other as partners in the education of the children. The community is very supportive of the school's efforts to promote both academic and character development." The Westpark PTA provides a constant source of social, financial, instructional, and emotional support for our entire school. The importance of our PTA partnership is a campus-wide belief and reflected in our Golden Apple Award with 100% of our faculty becoming members.

Westpark Discipline Referrals have seen an increase from the 2020-2021 school year. Teachers and Staff have implemented restorative practices and are working towards a solutions-oriented approach for expected behaviors. Teachers and staff have also had training on Branching Minds to help assist us with documentation. Westpark also has implemented a guidance lesson schedule to incorporate social skill learning in the classroom.

Westpark Fall 2021 Panorama Survey shows that 97% of teachers and staff feel that Westpark is an inviting place to work. The survey results for students show that 88% of 3rd-5th graders feel supported in their school environment. These results coupled with our PTA Survey of Excellence highlight the strong commitment to our community. Westpark is a happy place where people want to be!

Perceptions Strengths

Westpark Elementary has many strengths. Some of the most notable perception strengths include:

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark received a B+ (89.4%) on the most recent TEA Accountability Report Card.
3. Westpark PTA School of Excellence Survey results show that 96% of our stakeholders believe we effectively communicate in multiple ways with our families
4. Panorama Survey data shows that 88% of our Westpark students feel supported with their relationships with family, friends, and adults at school.

5. Panorama Survey data shows that 97% of the staff and faculty believe that Westpark is an inviting work environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

Problem Statement 2: In Fall 2021 Panorama Survey Data shows that only 41% of Westpark students are able to regulate emotions well compared to 2020-2021 Spring Panorama Survey Data that 48% of Westpark students were able to regulate emotions well. **Root Cause:** Westpark leadership has not provided clear expectations for implementing guidance/social skill teaching by campus personnel and/or provided follow-up to ensure that this is a priority.

Priority Problem Statements

Problem Statement 1: In 2021-2022, Westpark students in grades K-3 did not meet 55% of the projected growth target on the MOY MAP Reading Assessment: Kindergarten - 40%, 1st grade - 39%, 2nd grade - 50%, 3rd grade - 53%

Root Cause 1: Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to implement HB3 learnings, and Neuhaus practices which will result in increased student achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 5: According to the 2021-2022 Panorama Survey, 43% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction.

Root Cause 5: Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community.

Root Cause 3: Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring.

Root Cause 4: Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.

Problem Statement 4 Areas: Demographics

Problem Statement 2: According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math.

Root Cause 2: Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Action research results
- Other additional data

District Goals

Revised/Approved: June 6, 2022

District Goal 1: Early Literacy

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

School Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 71.3 % to 75% by May 2023.

Increase the percentage of ELL Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 65% by May 2023

HB3 District Goal

Evaluation Data Sources: MAP

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, intentional planning, and explicit lesson delivery with monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Staff Responsible for Monitoring: Principals

AP

Instructional Coach

Literacy and SPED Teachers

TEA Priorities:





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

- **ESF Levers:**

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

- **Results Driven Accountability**





Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: 100% of K-3 Teachers will receive PD on implementing best practices and lesson internalization from Amplify and HB3 Intended Audience: K-3 Teachers, CIC, Campus Admin Date(s) / Timeframe: June 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Principals, Instructional Coach Collaborating Departments: Teaching and Learning Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments Intended Audience: Teachers, CIC, Administrators Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team (principals, coach) Collaborating Departments: Teaching and Learning School Leadership Delivery Method: Weekly PLC Time - Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Implement district and approved resources (Lexia, Amplify, MAP) with fidelity through monitoring, intentional planning, and ongoing professional support to build teacher capacity.

Staff Responsible for Monitoring: Principals
 AP
 Instructional Coach
 K-5 Literacy and SPED Teachers

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of K-5 Literacy Teachers will receive PD on implementing best practices and lesson internalization from Amplify and HB3, if new to K-3.</p> <p>Intended Audience: K-3 Teachers, CIC, Campus Admin</p> <p>Date(s) / Timeframe: June 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department, Vendor, Campus Principals, Instructional Coach</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$1,200, - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments</p> <p>Intended Audience: Teachers, CIC, Administrators</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team (principals, coach)</p> <p>Collaborating Departments: Teaching and Learning School Leadership</p> <p>Delivery Method: Weekly PLC Time - Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. Root Cause: Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.</p>
Student Learning
<p>Problem Statement 1: In 2021-2022, Westpark students in grades K-3 did not meet 55% of the projected growth target on the MOY MAP Reading Assessment: Kindergarten - 40%, 1st grade - 39%, 2nd grade - 50%, 3rd grade - 53% Root Cause: Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to implement HB3 learnings, and Neuhaus practices which will result in increased student achievement.</p> <p>Problem Statement 2: According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math. Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.</p>

District Goal 1: Early Literacy

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

School Performance Objective 2: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 44.8% to 60% by May 2023.

Increase the percentage of African American Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 38.2% to 50% by May 2023.

HB3 District Goal

Evaluation Data Sources: MAP

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, intentional planning, and explicit lesson delivery with monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Staff Responsible for Monitoring: Principal

AP

K-5 Teachers

TEA Priorities:

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

- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments</p> <p>Intended Audience: Teachers CIC Administrators</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: CIC Principal Teacher Leaders</p> <p>Collaborating Departments: Teaching and Learning School Leadership</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$1,310</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2021-2022, Westpark students in grades K-3 did not meet 55% of the projected growth target on the MOY MAP Reading Assessment: Kindergarten - 40%, 1st grade - 39%, 2nd grade - 50%, 3rd grade - 53% Root Cause: Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to implement HB3 learnings, and Neuhaus practices which will result in increased student achievement.</p> <p>Problem Statement 2: According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math. Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.</p>

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 58.7% to 70% by May 2023.
 Increase the percentage of Kindergarten economically disadvantaged students who score On Track on TX-KEA Math from 39.2% to 60% by May 2023.

Evaluation Data Sources: TX-KEA

Strategy 1: Improve Tier 1 Math instruction using Eureka Math and approved resources to focus on math fluency and concept attainment by utilizing FWISD Math Instructional 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.

Staff Responsible for Monitoring: Kindergarten Teachers
 CIC
 Administrators

Problem Statements: Demographics 2 - Perceptions 1


Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of K Math and SPED/Inclusion teachers attend, and make progress through Eureka math priority professional learning.</p> <p>Intended Audience: K, SPED/Inclusion Teachers, CIC, Administrators</p> <p>Date(s) / Timeframe: June 2022 - May 2022</p> <p>Provider / Presenter / Person Responsible: Math Department, Vendor, Campus Principals, Instructional Coach</p> <p>Collaborating Departments: School Leadership Teaching and Learning</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments</p> <p>Intended Audience: Teachers, CIC, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June


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


Provider / Presenter / Person Responsible: Instructional Leadership Team (principals, coach)

Collaborating Departments: Teaching and Learning
School Leadership

Delivery Method: Weekly PLC face to face meetings

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. **Root Cause:** Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.

Perceptions

Problem Statement 1: Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47.3% to 80% by May 2023.

Increase the percentage of white students who Meet or Exceed projected growth on MAP Growth from 45.2% to 80% by May 2023.

Evaluation Data Sources: MAP

Strategy 1: Improve Tier 1 Math instruction using Eureka Math and approved resources 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.

Staff Responsible for Monitoring: Grades K- 5 Math Teachers, Special Education Inclusion Teachers
CIC
Administrators

TEA Priorities:

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





- ESF Levers:

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

- Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of Math and SPED/Inclusion teachers attend, and make progress through Eureka math priority professional learning. Intended Audience: K-5 Teachers, CIC, Campus Admin Date(s) / Timeframe: June 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Principals, Instructional Coach Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments Intended Audience: Teachers, CIC, Administrators Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team (principals, coach) Collaborating Departments: Teaching and Learning School Leadership Delivery Method: Weekly PLC Time - Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop the capacity of K-5 teachers to implement the FWISD Math Framework through targeted professional development in critical thinking, problem-solving application, and use of district and campus resources to maximize student learning and instruction.





Staff Responsible for Monitoring: Principal
AP
Teachers

Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of Math and SPED/Inclusion teachers attend, and make progress through Eureka math priority professional learning. Intended Audience: K-5 Teachers, CIC, Campus Admin Date(s) / Timeframe: June 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Principals, Instructional Coach Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure PLCs are scheduled weekly to actively develop engaging and rigorous lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments</p> <p>Intended Audience: Teachers, CIC, Administrators</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team (principals, coach)</p> <p>Collaborating Departments: Teaching and Learning School Leadership</p> <p>Delivery Method: Weekly PLC Time - Face to Face</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$1,000, - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$1,048</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. Root Cause: Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.</p>
Student Learning
<p>Problem Statement 2: According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math. Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.</p>

District Goal 3: CCMR

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 56.6% to 63% by May 2023.

Increase the percentage of special education students scoring at MEETS or above on STAAR Reading from 45% to 55% by May 2023

Evaluation Data Sources: STAAR Reading

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

Staff Responsible for Monitoring: Principals

AP

CIC

K-5 Literacy Teachers

Special Education/Dyslexia Teachers

TEA Priorities:

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

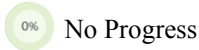
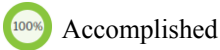
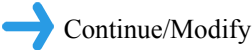

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) and PLCs to reflect on lesson internalization, district assessments, and create next steps to achieve increased student outcomes. Intended Audience: Teachers CIC Administrators Date(s) / Timeframe: August 2022 - April 2023 Provider / Presenter / Person Responsible: Administrators CIC Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Align and leverage programs, approved resources, and support systems to meet student needs and accelerate instruction. Intended Audience: Teachers CIC Administrators Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Administrators CIC Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$1,310	Formative			Summative
	Nov	Jan	Mar	June










Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Staff Responsible for Monitoring: Teachers
 CIC
 Administrators

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

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) and PLCs to reflect on lesson internalization, district assessments, and create next steps to achieve increased student outcomes. Intended Audience: Teachers CIC Administrators Date(s) / Timeframe: August 2022 - April 2023 Provider / Presenter / Person Responsible: Administrators CIC Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Align and leverage programs, approved resources, and support systems to meet student needs and accelerate instruction. Intended Audience: Teachers CIC Administrators Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Administrators CIC Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2021-2022, Westpark students in grades K-3 did not meet 55% of the projected growth target on the MOY MAP Reading Assessment: Kindergarten - 40%, 1st grade - 39%, 2nd grade - 50%, 3rd grade - 53% Root Cause: Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to implement HB3 learnings, and Neuhaus practices which will result in increased student achievement.</p>
School Processes & Programs
<p>Problem Statement 1: According to the 2021-2022 Panorama Survey, 43% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. Root Cause: Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>

District Goal 3: CCMR

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 59% to 63% by May 2023.

Increase the percentage of ELL students from 30.8% to 40% by May 2023.

Evaluation Data Sources: STAAR Math





Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery.

Staff Responsible for Monitoring: K-5 Math Teachers
Special Education/Dyslexia Teachers
CIC
Administrators

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) and PLCs to reflect on lesson internalization, district assessments, and create next steps to achieve increased student outcomes.</p> <p>Intended Audience: Teachers CIC Administrators</p> <p>Date(s) / Timeframe: August 2022 - April 2023</p> <p>Provider / Presenter / Person Responsible: Administrators CIC</p> <p>Collaborating Departments: Teaching and Learning School Leadership</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-207-25-313-000000 - \$210</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Align and leverage programs, approved resources, and support systems to meet student needs and accelerate instruction. Intended Audience: Teachers CIC Administrators Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Administrators CIC Collaborating Departments: Teaching and Learning School Leadership Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to the 2021-2022 MOY MAP STAAR Projection Report, 4% fewer students are projected to master reading and math. Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs needed to show consistent student growth in STAAR Meets and Masters.
School Processes & Programs
Problem Statement 1: According to the 2021-2022 Panorama Survey, 43% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. Root Cause: Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

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

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (below 90% attendance) from 8.8% to 6.8% by May 2023.

Evaluation Data Sources: Focus Attendance

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline, and increase parent/school engagement (PTA, Dad's Club)

Staff Responsible for Monitoring: Office Staff (FES, Attendance Clerk, Counselor, Admin)
Homeroom Teachers

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

- Results Driven Accountability

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Westpark staff (FES, Parent Ed, Blackboard) will 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 partnership.</p> <p>Intended Audience: Westpark Stakeholders</p> <p>Date(s) / Timeframe: Weekly Communication through Blackboard August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: FES Administrators Office Staff</p> <p>Collaborating Departments: Teaching and Learning Student Support Services School Leadership</p> <p>Delivery Method: In-Person, Phone calls, electronic media</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: FES will make daily contact with families who have two or more absences in a three-week period and follow up with warm calls.</p> <p>Intended Audience: Westpark Stakeholders with excessive absences</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: FES Office Staff Administrators</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: Phone Calls</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. Root Cause: Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.</p>
Perceptions
<p>Problem Statement 1: Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community. Root Cause: Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>

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

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 146 to 100 by May 2023.

Evaluation Data Sources: Focus Referrals

Strategy 1: Westpark staff will implement campus-wide PBIS Expectations and follow protocols where staff seek to understand first before assigning consequences.





Staff Responsible for Monitoring: Counselor
Office Staff
Westpark Teachers
Administrators

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Results Driven Accountability**

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: During the 2022-2023 school year, 100% of Westpark staff will implement updated campus discipline procedures Intended Audience: Westpark Students and teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Lauren Webb Discipline Committee Administrators Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. Root Cause: Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.

Perceptions

Problem Statement 1: Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

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

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

School Performance Objective 3: 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 ten to eighteen by May 2023.

Strategy 1: Westpark staff will provide targeted parent engagement strategies to all families that create a greater sense of belonging and communication.

Staff Responsible for Monitoring: Principal

AP

Counselor

Office Staff

Westpark Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: 100% of Grade Level Teachers will hold a parent meeting within the first three weeks of school Intended Audience: Westpark Staff and Stakeholders Date(s) / Timeframe: August 2022 - September 2022 Provider / Presenter / Person Responsible: Westpark Staff Collaborating Departments: School Leadership Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: 100% of staff will call and welcome all students and parents to school Intended Audience: Westpark Stakeholders Date(s) / Timeframe: August 2022	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Westpark Staff
Collaborating Departments: School Leadership
Delivery Method: Phone Call - Home visit

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: In 2021-2022, Fall Panorama Survey Data shows that 74% of Westpark teachers are able to educate all students compared to the 2020-2021 Spring Panorama Survey Data that showed 79% of Westpark teachers are able to educate all students. This is a five percent drop from the previous spring. **Root Cause:** Westpark leadership has not built teacher capacity to meet the educational or emotional needs of all students.

Perceptions

Problem Statement 1: Based on the Fall 2021 Panorama SEL Survey, only 58% of students felt like they were valued as members of the community. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kendall Condit	Principal
Administrator	Lynda Duckering Wright	Assistant Principal
Community Representative	Bill Warden	Community Representative
Community Representative	Jenny Jamison	Community Representative
Business Representative	Steve Clegg	Business Representative
Business Representative	Megan Kuper	Business Representative
Classroom Teacher	Jennifer McMillan	Teacher
Classroom Teacher	Whitney Johnson	Teacher
Classroom Teacher	Skylar Plunkett	Teacher
District-level Professional	Lori Oberheu	District Level Employee
Paraprofessional	Christina Bruck	Non Classroom Employee
Professional Non-Teaching Staff	Cody Stell	Non-classroom Professional
Parent	Auva Ball	Parent - PTA President
Parent	Ray Sainz	Parent
Parent	Jodie Martinez	Parent
Parent	Sandra Vargas	Parent
DERC Representative 1	Yvonne Garcia	Dyslexia Teacher

Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$1,000.00
1	1	2	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$1,200.00
1	2	1	1		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$1,310.00
2	2	2	2		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$1,048.00
2	2	2	2		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$1,000.00
3	1	1	2		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$1,310.00
Sub-Total							\$6,868.00
Budgeted Fund Source Amount							\$6,868.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		Supplies and materials for instructional use	199-11-6399-001-207-25-313-000000	\$210.00
Sub-Total							\$210.00
Budgeted Fund Source Amount							\$210.00
+/- Difference							\$0.00
Grand Total Budgeted							\$7,078.00
Grand Total Spent							\$7,078.00
+/- Difference							\$0.00