

**Fort Worth Independent School District**  
**223 Cesar Chavez Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

At Cesar Chavez Elementary we work as a team to facilitate high quality relevant instruction. We inspire students to be life-long learners, and equip them with critical, creative, and technological skills for excellence in their future endeavors.

## Vision

Our vision is that students will persevere responsibly and confidently through the challenges of today's world and thereby make great contributions to the community.

## C.O.L.T. Pride Code of Conduct

Come prepared to school every day.

Own your actions.

Learn with others every day.

Take responsibility.

I have COLT Pride!

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 6
  - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 11
- District Goals 13
  - 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. 14
  - 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. 18
  - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 23
  - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 27
- Campus Funding Summary 32
- Addendums 34

# Comprehensive Needs Assessment

Revised/Approved: May 23, 2022

## Demographics

### Demographics Summary

Our school is a Dual Language school with 2/3 of our students served by the Dual Language program and one third served in the Regular Program. We have a population that is 89% Hispanic, 94% Economically Disadvantaged, and 9% mobile. We are staffed with 90% of teachers having at least 5-8 years of experience. Our school is in a close knit community in north Fort Worth. Our students mostly reside within walking distance. Most parents will respond to communication and requests for conferences. Most students have strong attendance and we have decreased the number of chronically absent students by utilizing our family engagement specialist. Next year the parents and teachers are looking forward to having more in person events. Most teachers with children enroll their children at our school. Many more dual language students than in the past are arriving with stronger skills in English than in Spanish.

### Demographics Strengths

Students who remain in our school for several consecutive years show the most growth and the most access to any needed services or special programs. Students with stronger attendance also show the most growth. For students who are highly mobile- 9%; more challenges are encountered. We have experienced low turnover in our faculty. Teachers working in the school often have their own children enrolled in the school. Many students have siblings and cousins attending our school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Although most students are Hispanic, we have not intentionally analyzed that all diverse groups are represented in our programs, books, etc. **Root Cause:** We have not scheduled time as a staff to discuss our goals and needs for Dual Language students.

**Problem Statement 2 (Prioritized):** Although the school is above the district average for dyslexia identification (7.2%), we are still below the national average (10%). **Root Cause:** We have not yet calibrated our expectations for utilizing the new dyslexia screeners with accuracy and alignment between all grade levels, or received accurate information from families entering after first grade who were previously served by other districts.

**Problem Statement 3 (Prioritized):** Special Education and At Risk student needs are under-performing non at risk and non Sp. Ed. peers. **Root Cause:** We have not consistently kept track of this student group's growth to ensure equity.

**Problem Statement 4 (Prioritized):** Enrollment is holding steady this current school year and we have several students enrolled on affidavits of residency, but over time, our enrollment has decreased by about 100 students in 9 years. **Root Cause:** We have not adopted a steady process for retaining students or keeping in contact with students who leave the school.

# Student Learning

## Student Learning Summary

Student Achievement rating on STAAR is a "D" with a scaled score of 65. 2nd - 5th grade are not meeting the National Norm RIT average for achievement for Reading. MAP Math growth shows 53% of students are not meeting the MOY MAP expected growth. Core 5 Lexia data show that most students who were performing two years behind last school year are now closer to being on level. Whereas in the past most students not on level were two years behind in reading, now the students not on level are only one year behind. There are also about 15 percent of students in the "on level" group who have excelled and moved up to "above level" for reading.

## Student Learning Strengths

2nd and 3rd grade math is showing growth and is near the national norm on MAP.

Kindergarten shows success in Lexia and MAP scores for Reading.

Reading achievement for each subgroup is higher than Math showing that our students have some potential room to grow in Math that we have not yet stretched.

As students progress through 3rd, 4th, and 5th, the trend in Reading is an upward achievement trend.

Staffing changes for Math in grade 3 and 4 have been made to impact Math achievement positively.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Although 2nd and 3rd grade math is showing growth and is near the national norm, the average RIT in math is still below the national norm. **Root Cause:** We have not spent enough time on professional development for Math to strengthen our standards alignment and our resources.

**Problem Statement 2:** Although Kindergarten shows success in Lexia and MAP scores, grades 1 to 5 are not showing as much growth as Kindergarten. **Root Cause:** We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.

**Problem Statement 3 (Prioritized):** Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance score from 38 to 43. **Root Cause:** We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.

**Problem Statement 4 (Prioritized):** In grades K-2 for English Reading, 55% and for Spanish Reading, 62.3% of students are not meeting expected growth on MOY MAP. **Root Cause:** We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.

**Problem Statement 5 (Prioritized):** In grades 1-3 English Reading and Spanish Reading 63.4 and 58.6 respectively are not meeting MOY MAP growth expectation. **Root Cause:** We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.

**Problem Statement 6:** 2nd graders going to 3rd grade in the Dual Language classes are not meeting expected growth in Reading or Math. **Root Cause:** We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.

**Problem Statement 7 (Prioritized):** MAP Math growth shows 53% of students are not meeting the MOY MAP expected growth. **Root Cause:** We have not spent enough time on

professional development for Math to strengthen our standards alignment and our resources.

# School Processes & Programs

## School Processes & Programs Summary

Instruction is supported by a Data Analyst, two teaching assistants, and several specialists (2 Special Ed teachers, and 2 Dyslexia teachers.). We recently acquired an after school program and some tutoring funds. Gifted and Talented services are provided every other week. Instructional Coach supports all new teachers and all PLCs. Administrators will attend PD for new curriculum this summer. Faculty has been informed of curriculum changes and training has been scheduled. Integration of campus curriculum needs will be the focus of the next school year for planning PLCs. Each team will consist of mostly experienced teachers with only three teachers with less than two years of experience.

## School Processes & Programs Strengths

Parents and students have responded positively to special services and after school services. Only three teachers with less than two years of experience. Teachers arriving new to our campus all come with over 8 years of experience each. Instructional coach and administrative team will all remain at the campus to provide stability. Tutoring program and after school program will continue next school year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Although after school activities are enriching, sibling dismissal and reuniting with younger siblings requires staffing.

**Problem Statement 2 (Prioritized):** Although schedules are set, morning arrival at 7:45 and breakfast for late students are inconsistent.

**Problem Statement 3:** Although the Special Education identification process is functioning, students in special education are making less academic achievement. **Root Cause:** We have not consistently kept track of this student group's growth to ensure equity.

**Problem Statement 4 (Prioritized):** Although most students are Hispanic, we have not intentionally analyzed that all diverse groups are represented in our programs, books, etc. **Root Cause:** We have not scheduled time as a staff to discuss our goals and needs for Dual Language students.

**Problem Statement 5 (Prioritized):** Although the school is above the district average for dyslexia identification (7.2%), we are still below the national average (10%). **Root Cause:** We have not yet calibrated our expectations for utilizing the new dyslexia screeners with accuracy and alignment between all grade levels, or received accurate information from families entering after first grade who were previously served by other districts.

# Perceptions

## Perceptions Summary

Survey and climate surveys indicate mostly positive perceptions in many areas. Students are reporting that they feel safe and parents indicate the same sentiment. Teachers are reporting higher levels of trust in administration than last year. As the make up of the staff changes to welcome new teachers and merge the existing staff with the incoming staff it will be important to communicate the campus culture, climate, values and beliefs once more for all to continue on this positive trajectory. For example, we will spend time the first few weeks of school meeting as a faculty to review the mission, vision, and handbook. We want to continue the positive belief systems and help build relationships among staff.

## Perceptions Strengths

Parents feel strongly about the school's overall safety and preparedness.

Students report that they like their teachers and feel safe in their classrooms.

There are faculty that have learned about Boystown, Capturing Kids' Hearts, and early childhood strategies. Many faculty members have training on autism. Our MTSS system has become stronger and more streamlined each year. Sp.Ed. Team is working well to identify needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although survey response indicate that parents feel strongly about the school's overall safety and preparedness, teachers report a need for stronger connections between the parents and the school staff to return to pre-covid trust and communication levels.

**Problem Statement 2 (Prioritized):** Although students report that they like their teachers and feel safe in their classrooms, some students also report that they have feelings of anxiety and stress or feel isolated from peers.

**Problem Statement 3 (Prioritized):** Teachers report low scores (58%) in knowing that they can improve their classroom management approaches and only 53% reported that they can learn from the appraisal process. **Root Cause:** Teachers lack belief in the behavior support system and in themselves because we have not spent enough time revisiting our behavior management programs such as Capturing Kids'Hearts, Boystown, Active Classroom Management and we have not shared success stories from our own school.

**Problem Statement 4:** Disproportional % of referrals (33%) are issued to the African American population that represents only 7% of our enrolled demographics.

**Problem Statement 5 (Prioritized):** Some teachers report that Performance Tasks in Math are highly challenging for many students. **Root Cause:** We have not spent enough time supporting our teachers with feeling comfortable with productive struggle.

**Problem Statement 6 (Prioritized):** Some teachers report that Bilingual Students start to value and prefer reading in English over reading in Spanish as they move through the higher grade levels. **Root Cause:** We have not spent time as a faculty to discuss our expectations and aspirations for our Dual Language program.

**Problem Statement 7 (Prioritized):** Enrollment is holding steady this current school year and we have several students enrolled on affidavits of residency, but over time, our enrollment has decreased by about 100 students in 9 years. **Root Cause:** We have not adopted a steady process for retaining students or keeping in contact with students who leave the school.



# Priority Problem Statements

**Problem Statement 15:** Although most students are Hispanic, we have not intentionally analyzed that all diverse groups are represented in our programs, books, etc.

**Root Cause 15:** We have not scheduled time as a staff to discuss our goals and needs for Dual Language students.

**Problem Statement 15 Areas:** Demographics - School Processes & Programs

**Problem Statement 14:** Although after school activities are enriching, sibling dismissal and reuniting with younger siblings requires staffing.

**Root Cause 14:**

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 7:** Although survey response indicate that parents feel strongly about the school's overall safety and preparedness, teachers report a need for stronger connections between the parents and the school staff to return to pre-covid trust and communication levels.

**Root Cause 7:**

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 10:** Although the school is above the district average for dyslexia identification (7.2%), we are still below the national average (10%).

**Root Cause 10:** We have not yet calibrated our expectations for utilizing the new dyslexia screeners with accuracy and alignment between all grade levels, or received accurate information from families entering after first grade who were previously served by other districts.

**Problem Statement 10 Areas:** Demographics - School Processes & Programs

**Problem Statement 13:** Although schedules are set, morning arrival at 7:45 and breakfast for late students are inconsistent.

**Root Cause 13:**

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 6:** Although students report that they like their teachers and feel safe in their classrooms, some students also report that they have feelings of anxiety and stress or feel isolated from peers.

**Root Cause 6:**

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 11:** Special Education and At Risk student needs are under-performing non at risk and non Sp. Ed. peers.

**Root Cause 11:** We have not consistently kept track of this student group's growth to ensure equity.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 8:** Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance

score from 38 to 43.

**Root Cause 8:** We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 5:** Teachers report low scores (58%) in knowing that they can improve their classroom management approaches and only 53% reported that they can learn from the appraisal process.

**Root Cause 5:** Teachers lack belief in the behavior support system and in themselves because we have not spent enough time revisiting our behavior management programs such as Capturing Kids'Hearts, Boystown, Active Classroom Management and we have not shared success stories from our own school.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 12:** Enrollment is holding steady this current school year and we have several students enrolled on affidavits of residency, but over time, our enrollment has decreased by about 100 students in 9 years.

**Root Cause 12:** We have not adopted a steady process for retaining students or keeping in contact with students who leave the school.

**Problem Statement 12 Areas:** Demographics - Perceptions

**Problem Statement 1:** In grades K-2 for English Reading, 55% and for Spanish Reading, 62.3% of students are not meeting expected growth on MOY MAP.

**Root Cause 1:** We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 9:** In grades 1-3 English Reading and Spanish Reading 63.4 and 58.6 respectively are not meeting MOY MAP growth expectation.

**Root Cause 9:** We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 3:** Some teachers report that Performance Tasks in Math are highly challenging for many students.

**Root Cause 3:** We have not spent enough time supporting our teachers with feeling comfortable with productive struggle.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Some teachers report that Bilingual Students start to value and prefer reading in English over reading in Spanish as they move through the higher grade levels.

**Root Cause 4:** We have not spent time as a faculty to discuss our expectations and aspirations for our Dual Language program.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** MAP Math growth shows 53% of students are not meeting the MOY MAP expected growth.

**Root Cause 2:** We have not spent enough time on professional development for Math to strengthen our standards alignment and our resources.

**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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# District Goals

Revised/Approved: April 18, 2022

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

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 96.3% to 98% by May 2023.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 97% to 99% by May 2023.

\*Increase the percentage of Hispanic RP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 93.3% to 95% by May 2023.

**Strategy 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:** Results/ Impact

**Staff Responsible for Monitoring:** Monitor- person who will see

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**


Connect high school to career and college






- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 4 - Perceptions 6

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create Master Schedule with embedded time for PLCs and a PLC Calendar. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Collaborating Departments:</b> Instructional Coach <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement Grade Level Leaders <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Collaborating Departments:</b> Grade Level Teams <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 4:</b> In grades K-2 for English Reading, 55% and for Spanish Reading, 62.3% of students are not meeting expected growth on MOY MAP. <b>Root Cause:</b> We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.
<b>Perceptions</b>
<b>Problem Statement 6:</b> Some teachers report that Bilingual Students start to value and prefer reading in English over reading in Spanish as they move through the higher grade levels. <b>Root Cause:</b> We have not spent time as a faculty to discuss our expectations and aspirations for our Dual Language program.

**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 70.1% to 73% 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 45.5% to 48% by May 2023.

\*Increase the percentage of RP Special Education students from 46.2% to 48% by May 2023.

**Strategy 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.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Select and implement at PLC routine and agenda template to support weekly reading, internalization, and preparation of Amplify lessons. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022 selection and ongoing implementation <b>Provider / Presenter / Person Responsible:</b> Administrators and Instructional Coach <b>Collaborating Departments:</b> Data Analyst <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> In grades K-2 for English Reading, 55% and for Spanish Reading, 62.3% of students are not meeting expected growth on MOY MAP. <b>Root Cause:</b> We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.</p>



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

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 49.2% to 51% 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 39.6% to 42% by May 2023.

\*Increase the percentage of RP Special Education from 31.5% to 34% by May 2023.

**HB3 District Goal**

**Strategy 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:** As a result of using the new Amplify curriculum, teachers will understand the research based Science of Teaching Reading and see it's impact on positive student growth.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

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

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

**Problem Statements:** Student Learning 4, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Select and implement at PLC routine and agenda template to support weekly reading, internalization, and preparation of Amplify lessons.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2022 selection and ongoing implementation</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and Instructional Coach</p> <p><b>Collaborating Departments:</b> Data Analyst</p> <p><b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will attend training in the summer to be prepared for Amplify implementation. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> June/ July <b>Provider / Presenter / Person Responsible:</b> Amplify <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> In Person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Tracking sheet to ensure all returning teachers and new teachers are scheduled for workshops for new curriculum. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> June 2022 <b>Provider / Presenter / Person Responsible:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Enhance reading experiences using high quality authentic literature in English and Spanish. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> Fall <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Collaborating Departments:</b> Library and Media Services  <b>Funding Sources:</b> Library books in English and Spanish - Title I (211) - 211-12-6329-04E-223-30-510-000000-23F10 - \$14,000	<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>Student Learning</b>
<p><b>Problem Statement 4:</b> In grades K-2 for English Reading, 55% and for Spanish Reading, 62.3% of students are not meeting expected growth on MOY MAP. <b>Root Cause:</b> We have not aligned our student expectations and teaching strategies consistently across all homerooms to match the level needed for consistent and equitable "on level" achievement.</p> <p><b>Problem Statement 5:</b> In grades 1-3 English Reading and Spanish Reading 63.4 and 58.6 respectively are not meeting MOY MAP growth expectation. <b>Root Cause:</b> We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.</p>

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 96.3% to 100% by May 2023.  
 Increase the percentage of Economically Disadvantaged scoring on track from 95.7% to 99% by May 2023.

**Strategy 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.

**Title I:**  
 2.4, 2.6  
**- TEA Priorities:**  
 Build a foundation of reading and math  
**- ESF Levers:**  
 Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Pre K Teachers will attend Creative Curriculum professional learning . <b>Intended Audience:</b> PK Teachers <b>Date(s) / Timeframe:</b> June and July <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In Person	<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>				

**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 English from 76.7% to 80% and Spanish from 90% to 95% by May 2023.

Increase the percentage of RP English Hispanic students on track from 80% to 84% by May 2023.

**Strategy 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:** Teachers will become familiar with teaching at a rigorous level and have the adequate tools to increase student achievement in Math.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 3, 7 - Perceptions 5

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Principal will track attendance at Eureka workshops and attend with teachers. <b>Intended Audience:</b> Teachers and Assistant Principal <b>Date(s) / Timeframe:</b> June-July <b>Provider / Presenter / Person Responsible:</b> Eureka trainers <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** 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.

**Title I:**

2.4, 2.6





**- TEA Priorities:**

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

**- ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Math teachers will participate in PLCs weekly to ensure understanding of Eureka lesson structure.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Data Analyst, Instructional Coach</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-223-30-510-000000-23F10 - \$84,682</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance score from 38 to 43. <b>Root Cause:</b> We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.</p> <p><b>Problem Statement 7:</b> MAP Math growth shows 53% of students are not meeting the MOY MAP expected growth. <b>Root Cause:</b> We have not spent enough time on professional development for Math to strengthen our standards alignment and our resources.</p>
<b>Perceptions</b>
<p><b>Problem Statement 5:</b> Some teachers report that Performance Tasks in Math are highly challenging for many students. <b>Root Cause:</b> We have not spent enough time supporting our teachers with feeling comfortable with productive struggle.</p>

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth for English from 55.2% to 60% by May 2023.

Increase the percentage of ELLs testing in English on track from 53.9% to 56% by May 2023.

**Strategy 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:** Teachers will become familiar with teaching at a rigorous level and have the adequate tools to increase student achievement in Math.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


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


**Problem Statements:** Student Learning 3, 7 - Perceptions 5

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Principal will track attendance at Eureka workshops and attend with teachers. <b>Intended Audience:</b> Teachers and Assistant Principal <b>Date(s) / Timeframe:</b> June-July <b>Provider / Presenter / Person Responsible:</b> Eureka trainers <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** 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.

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Math teachers will participate in PLCs weekly to ensure understanding of Eureka lesson structure.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Data Analyst, Instructional Coach</p> <p><b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance score from 38 to 43. <b>Root Cause:</b> We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.</p> <p><b>Problem Statement 7:</b> MAP Math growth shows 53% of students are not meeting the MOY MAP expected growth. <b>Root Cause:</b> We have not spent enough time on professional development for Math to strengthen our standards alignment and our resources.</p>
<b>Perceptions</b>
<p><b>Problem Statement 5:</b> Some teachers report that Performance Tasks in Math are highly challenging for many students. <b>Root Cause:</b> We have not spent enough time supporting our teachers with feeling comfortable with productive struggle.</p>

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR English Reading from 39.9% in May 2021 to 45% by May 2023.

Increase the percentage of Special Education Meeting expectations on English Reading from 18.5% in May 2021 to 21% by May 2023.

**Strategy 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:** As a result of data analysis, teachers will intentionally share data with students, conference with them, and plan lessons to address student needs and meet goals.

**Staff Responsible for Monitoring:** Administrators and data analyst

**Title I:**

2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**





Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> MAP testing at BOY and MOY will be followed by data meetings during PLCs to identify individual student needs and set an expectation for goal setting and goal tracking for each student.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Date(s) / Timeframe:</b> Sept/Oct and Jan/Feb</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Students will use Core 5 Lexia program to grow in their fundamental reading skills.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Delivery Method:</b> Online</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Students will practice reading for enjoyment while applying comprehension skills and they will increase reading ability to apply in relevant meaningful context for each child's individual reading interests.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Date(s) / Timeframe:</b> September- May</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Delivery Method:</b> Online and in person</p> <p><b>Funding Sources:</b> Online tool for tracking reading - Title I (211) - 211-11-6329-04E-223-30-510-000000-23F10 - \$3,000</p>	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 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance score from 38 to 43. <b>Root Cause:</b> We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.</p>

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 27.5% in May 2021 to 34% by May 2023.

Increase the percentage of Special Education students scoring at MEETS from 9.7% in May 2021 to 16% by May 2023.

**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, intervention and formative assessment from the

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 5: Effective Instruction

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





**Problem Statements:** Student Learning 3 - Perceptions 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in PLCs to align practices for high level instruction using the new curriculum and plan lessons together.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Data Analyst, Team Leaders, and Instructional Coach</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Instructional supplies - SCE (199 PIC 24) - 199-11-6399-001-223-24-313-000000- - \$5,549</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** 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.

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in Learning Walks to ensure implementation of best practices across all classrooms.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> November and January  <b>Provider / Presenter / Person Responsible:</b> Administrators  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Subs for Learning Walks and Planning Meetings - BEA (199 PIC 25) - 211-11-6112-0PD-223-30-510-000000-22F10 - \$1,294, Teacher assistant - Title I (211) - 211-11-6129-04E-223-30-510-000000-23F10 - \$15,273, Supplies for students - SCE (199 PIC 24) - 199-11-6399-001-223-24-313-000000- - \$1,200, Student incentives and snacks - BEA (199 PIC 25) - 199-11-6499-001-223-25-313-000000 - \$500, Supplies for students - Title I (211) - 211-11-6399-04E-223-30-510-000000-23F10 - \$10,645, ATF - Title I (211) - 211-11-6129-04E-223-30-510-000000-23F10 - \$30,000</p>	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:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Student Achievement rating on STAAR is a "D" with a scaled score of 65. To earn a B for School Progress we will need to improve Relative Performance score from 38 to 43. <b>Root Cause:</b> We have not spent enough time supporting teachers with feeling comfortable with the productive struggle students must experience in order to achieve at higher levels.</p>
<b>Perceptions</b>
<p><b>Problem Statement 5:</b> Some teachers report that Performance Tasks in Math are highly challenging for many students. <b>Root Cause:</b> We have not spent enough time supporting our teachers with feeling comfortable with productive struggle.</p>

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26.1% to 10% by May 2023.

**Strategy 1:** Leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on surveys.





**Title I:**

4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 2, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Schedule monthly review of absence, grades, and discipline data with the Student Support Team to include the Family Engagement Specialist.</p> <p><b>Intended Audience:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Monthly</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor</p> <p><b>Collaborating Departments:</b> Family Engagement</p> <p><b>Delivery Method:</b> In Person</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:**

Perceptions
<p><b>Problem Statement 2:</b> Although students report that they like their teachers and feel safe in their classrooms, some students also report that they have feelings of anxiety and stress or feel isolated from peers.</p>
<p><b>Problem Statement 6:</b> Some teachers report that Bilingual Students start to value and prefer reading in English over reading in Spanish as they move through the higher grade levels. <b>Root Cause:</b> We have not spent time as a faculty to discuss our expectations and aspirations for our Dual Language program.</p>

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 29 to 20 by May 2023.  
 Decrease the number of discipline referrals by school personnel for Regular Program students from 28 of 29 to 10 of 20 by May 2023.

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





**Strategy's Expected Result/Impact:** Teachers will increase awareness of effective PBIS strategies.

**Staff Responsible for Monitoring:** Assistant Principal

**ESF Levers:**

Lever 3: Positive School Culture

- **Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Beginning of year training in Active Classroom Management <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August <b>Provider / Presenter / Person Responsible:</b> Student Support- Tiya Major <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> In Person	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>				

**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 RP students from 0.9 to 0 by May 2023.

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

**Strategy's Expected Result/Impact:** Teachers will increase awareness of effective PBIS strategies.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**

2.5, 4.1





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Beginning of year training in Active Classroom Management <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August <b>Provider / Presenter / Person Responsible:</b> Student Support- Tiya Major <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> In Person	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>				

**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 0 to 30% by May 2023.

**Strategy 1:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** As a result of increased partnerships, we will address family needs and provide customized events and opportunities.

**Staff Responsible for Monitoring:** Principal and FES

**Title I:**

4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Principal will create a calendar with events such as meet the teacher night, lunch and learns, field day, pyramid parade, pyramid carnival, field day, All Pro Dads, and parent university.</p> <p><b>Intended Audience:</b> Families  <b>Date(s) / Timeframe:</b> August  <b>Provider / Presenter / Person Responsible:</b> Principal and FES  <b>Collaborating Departments:</b> Parent Partnerships, Pyramid Schools  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Snacks - Parent Engagement - 211-61-6499-04L-223-30-510-000000-23F10 - \$600, Science Night - Parent Engagement - 211-61-6299-04L-223-30-510-000000-23F10 - \$1,506</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 4 Problem Statements:**

## Perceptions

**Problem Statement 1:** Although survey response indicate that parents feel strongly about the school's overall safety and preparedness, teachers report a need for stronger connections between the parents and the school staff to return to pre-covid trust and communication levels.

**Problem Statement 6:** Some teachers report that Bilingual Students start to value and prefer reading in English over reading in Spanish as they move through the higher grade levels. **Root Cause:** We have not spent time as a faculty to discuss our expectations and aspirations for our Dual Language program.



# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	4	Library books in English and Spanish	Reading materials for library use	211-12-6329-04E-223-30-510-000000-23F10	\$14,000.00
2	2	2	1	Data Analyst	Data Analyst	211-13-6119-04E-223-30-510-000000-23F10	\$84,682.00
3	1	1	3	Online tool for tracking reading	Reading materials for classroom use	211-11-6329-04E-223-30-510-000000-23F10	\$3,000.00
3	2	2	1	Supplies for students	Supplies and materials for instructional use	211-11-6399-04E-223-30-510-000000-23F10	\$10,645.00
3	2	2	1	ATF	Teacher Assistant	211-11-6129-04E-223-30-510-000000-23F10	\$30,000.00
3	2	2	1	Teacher assistant	Teacher Assistant	211-11-6129-04E-223-30-510-000000-23F10	\$15,273.00
<b>Sub-Total</b>							\$157,600.00
<b>Budgeted Fund Source Amount</b>							\$157,600.00
<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	Instructional supplies	Supplies and materials for instructional use	199-11-6399-001-223-24-313-000000-	\$5,549.00
3	2	2	1	Supplies for students	Supplies and materials for instructional use	199-11-6399-001-223-24-313-000000-	\$1,200.00
<b>Sub-Total</b>							\$6,749.00
<b>Budgeted Fund Source Amount</b>							\$6,749.00
<b>+/- Difference</b>							\$0.00
SIG (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00

SIG (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$200.00
<b>+/- Difference</b>							\$200.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks	Snacks for Parents to promote participation	211-61-6499-04L-223-30-510-000000-23F10	\$600.00
4	4	1	1	Science Night	Family Science Night	211-61-6299-04L-223-30-510-000000-23F10	\$1,506.00
<b>Sub-Total</b>							\$2,106.00
<b>Budgeted Fund Source Amount</b>							\$2,106.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Student incentives and snacks	Snacks or incentives for students	199-11-6499-001-223-25-313-000000	\$500.00
3	2	2	1	Subs for Learning Walks and Planning Meetings	Subs for professional development	211-11-6112-0PD-223-30-510-000000-22F10	\$1,294.00
<b>Sub-Total</b>							\$1,794.00
<b>Budgeted Fund Source Amount</b>							\$1,794.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$168,449.00
<b>Grand Total Spent</b>							\$168,249.00
<b>+/- Difference</b>							\$200.00

# Addendums