

Fort Worth Independent School District

126 East Handley Elementary School

2023-2024 Improvement Plan



Mission Statement

Mission Statement:

As a community of diverse learners, we at East Handley Elementary are dedicated to motivating all students to reach their highest level of academic achievement. Our climate will embody the values of respect, perseverance and integrity. Through our results-oriented practices, shared focus on learning and collaborative culture, we will foster an optimal environment where students, teachers and staff are valued and encouraged to think critically and lead ethically.

Vision

Vision Statement:

East Handley will be a high performing school that will provide a safe and equitable environment where ALL voices are valued. We will continue to provide quality and culturally responsive instruction aligned to students' academic and social- emotional needs. These efforts will result in a culture of sustainable success and excellence.

Value Statement

East Handley Student Pledge:

We are the East Handley Bears

And Paw Pride gives us power.

This is our pledge to show positive behavior.

We promise to be responsible in all we do,

We will respect ourselves, our classmates and our leaders too.

We will be safe and orderly everywhere we go,

And we will do our best as we learn and grow!

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Comprehensive Needs Assessment

Revised/Approved: April 17, 2023

Demographics

Demographics Summary

East Handley is a small pre-k thru 5th grade campus (336 students) . We are a multi-cultural, neighborhood, Title I/low-income, community-supported school. We have dual language and slightly above average regular program class sizes. The majority of our students are transported to and from school by a parent. Our stakeholders are made up of parents, staff, students, volunteers and community partners.

We have 52 total staff assigned to our campus.

We currently have 336 students. The disaggregated student groups are as follows:

- Hispanic: 64% (216/336)
- African American: 30% (100/336)
- Non-Hispanic White: 2% (7/336)
- Asian: 2% (8/336)
- Two or more: 1% (5/336)
- Native American: 0/336
- Economic Disadvantage: 94% (316/336)
- At-Risk: 83% (267/336)
- Bilingual: 43% (146/336)
- ESL: 2% (6/336)
- SPED:14% (47/336)

Campus Level Full time staff:

- 25 Teachers Positions
- 6 Teacher Assistants
- 2 Administrators
- 1 Counselor
- 1 Case Manager
- 1 Wrap-Around Provider
- 1 Instructional Coach
- 1 Data Analyst

- 1 Librarian
- 1 School Nurse
- 3 Custodial Staff Positions
- 5 Nutritional Service Staff
- 1 Cafeteria Monitor
- 1 Administrative Assistants
- 1 Data Clerk
- 1 Family Engagement Specialist

2022-2023 Staff Demographics

	Instructional (Teachers & Teacher Assistants)	Non-Instructional (Hourly)	Non-Instructional (Professional)	Campus Administrators
Hispanic	1 (TA) (3%; 9 (Teachers) (29%)	11	0	0
African American	4 (TA's) (13%); 5 (Teachers) (16%)	1	3	2
White	1 TA (3%); 10 Teachers %) (32%)	0	3	0
Total	31	12	6	2

Demographics Strengths

The East Handley school community is proud of our inclusive and diverse student and staff demographic make-up. Currently 64% of East Handley student population is Hispanic. This is a 6% increase from the previous year's Hispanic population. Hispanic students' attendance average is 94.8% slightly above the attendance rate for all students, 94.6%. The attendance gap between our African American and Hispanic students groups has narrowed to 94.0% and 94.8%

respectively.

East Handley enrollment surpassed the projected enrollment of 294 students. Our ending enrollment for the 2022-2023 year is 336. We decreased the number of beginning-of-the-year withdrawals from 51 to 44. Our enrollment has shown a two year increasing trend. Our attendance for the 2022-2023 school year is the highest it has been since the drop in enrollment in the 2020-2021 school year. The three-year downward enrollment (2018-2021) trend has been stopped and is slowly increasing in overall enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Cycle 3 attendance rates declined for all demographic groups to average 89% attendance for all students. **Root Cause:** No strategic plan in place to address the trending decline of cycle 3 attendance.

Problem Statement 2: The East Handley mobility rate is 20.9% compared to 16.5% of FWISD. **Root Cause:** Minimum processes in place to address the effects of mobility.

Student Learning

Student Learning Summary

2022-2023 MAP Growth Campus Data:

Math

Fall (BOY)

Spring (EOY)

Grade	Mean RIT	%	Grade	Mean RIT	%	(Percent +/-)
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Kinder	136.7	40%	Kinder	158.8	63%	+23%
1st	152.7	16%	1st	170.2	16%	0
2nd	165.0	7%	2nd	187.3	37%	+30%
3rd	179.4	7%	3rd	196.7	25%	+18%
4th	191.6	14%	4th	200.3	8%	-6%
5th	204.9	31%	5th	211.3	19%	-12%

End-of-Year Summary: Our kindergarten, grade 02 and grade 03 all made double digit gains in EOY MAP Math Growth assessment. Our grade 01 students maintained performance at 16%. Grades 04 declined by 6% and 05 declined in their percentage of performance by -12%. One hundred percent of grade levels increased their mean EOY Math RIT scores.

% of Kindergarten Students Who Met Math Growth Projection: $20/25=80\%$

% of First Students Who Met Math Growth Projection: $22/45= 49\%$

% of second Students Who Met Math Growth Projection: $41/50= 82\%$

% of third Students Who Met Math Growth Projection: $27/41= 66\%$

% of fourth Students Who Met Math Growth Projection: $13/36= 36\%$

% of fifth Students Who Met Math Growth Projection: $14/47=30\%$

Reading MAP Growth

Fall (BOY)

Spring (EOY)

Grade	Mean RIT	%	Grade	Mean RIT	%	(Percentage +/-)
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Kinder	134.2	41%	Kinder	153.9	56%	+15%
1st	149.0	15%	1st	158.9	3%	-12%
2nd	159.1	3%	2nd	173.6	5%	+2%
3rd	179.6	21%	3rd	187.8	10%	-11%
4th	191.9	30%	4th	193.9	6%	-24%
5th	203.2	47%	5th	206.3	25%	-22%

End-of-Year Summary: Kindergarten made the greatest gains from BOY to EOY. Fourth grade showed the most regression. There were double digit loses in four out of six grades. All grade levels increased their EOY mean Reading RIT by at least 3 points.

MAP Fluency

Percentage of students at the Meets or above level for the 2023 Spring EOY Assessment

Foundational Skills

Grade	Phonological Awareness	Phonological Awareness (Sp.)	Phonics/ Word Recog.	Phonics/ Word Recog. (Sp.)	Listening Comp.	Listening Comp. (Sp.)	Picture Vocab.	Picture Vocab. (Sp.)	Oral Reading English	Oral Reading Spanish
Kinder	32% Exceeds 47% Meets 10% App. 11% Below	38% Exceeds 38% Meets 23% Below	42% Exceeds 32% Meets 5% App. 21% Below	54% Exceeds 38% Meets 8% App.	16% Exceeds 47% Meets 32% App. 5% Below	46% Exceeds 31% Meets 23% Below	32% Exceeds 47% Meets 11% App. 11% Below	31% Exceeds 23% Exceeds 23% App. 23% Below		

Grade	Phonological Awareness	Phonological Awareness (Sp.)	Phonics/ Word Recog.	Phonics/ Word Recog. (Sp.)	Listening Comp.	Listening Comp. (Sp.)	Picture Vocab.	Picture Vocab. (Sp.)	Oral Reading English	Oral Reading Spanish
1st	65% App. 35% Below	45% App. 55% Below	45% App. 55% Below	82% App. 18% Below	65% Meets 10% App. 25% Below	27% Meets 64% App. 9% Below	80% Meets 15% App. 5% Below	27% Meets 36% App. 36% Below	20 Foundational Skills 3 Oral Fluency (100% Meets)	11 Foundational Skills 11 Oral Reading (73% Meets) (27% App.)
2nd	100% Below	100% Below	100% Below	100% Below	67% Meets 20% App. 13% Below	50% Meets 33% App. 17% Below	60% Meets 30% App. 10% Below	25% Meets 42% App. 33% Below	30 Foundational Skills 22 Oral Fluency (14% Exceeds) (23% Meets) (27% App.) (36%Below)	12 Foundational Skills 8 Oral Reading (13% App.) (87% Below)
3rd	100% Below	100% Below	100% Below	100% Below	68% Meets 32% App.	33% Meets 33% App. 33% Below	79% Meets 16% App. 5% Below	17% Meets 83% Below	19 Foundational Skills 22 Oral Reading (14% Exceeds) (27% Meets) (55% App.) (5% Below)	6 Foundational Skills 8 Oral Reading (100% Below)

Student Learning Strengths

East Handley's 2023 February Reading Benchmark and March Math Data:

Summary Statement: East Handley's grade 03 Reading Spanish scores were 23 points higher than the FWISD's grade 3 scores at the Approaches level of performance. East Handley grade 4 students outperformed FWISD at the Approaches (5 pts) and Meets (4pts.) levels of performance. Fifth grade students performed 5 points higher than FWISD at the approaches level of performance and 1 point higher at the Meets level of performance for reading.

	FWISD Rading (Eng)	East Handley Reading (Eng)	FWISD Reading (Sp)	East Handley Reading (Sp.)	FWISD Math	East Handley Math
3rd	Approaches: 34% Meets: 15% Masters: 6% Total Passed: 54%	Approaches: 32% Meets: 10% Masters: 7% Total Passed: 49%	Approaches: 20% Meets: 10% Masters: 3% Total Passed: 33%	Approaches: 43% Meets: 14% Masters: Total Passed: 57%	Approaches: 24% Meets: 6% Masters: 2% Total Passed: 33%	Approaches: 21% Meets: 2% Masters: % Total Passed: 24%
4th	Approaches: 33% Meets: 18% Masters: 18% Total Passed: 69%	Approaches: 38% Meets: 22% Masters: 9% Total Passed: 69%	Approaches: 34% Meets: 10% Masters: 9% Total Passed: 54%	Approaches: 22% Meets: 11% Masters: % Total Passed: 33%	Approaches: 35% Meets: 18% Masters: 16% Total Passed: 69%	Approaches: 33% Meets: 22% Masters: 3% Total Passed: 58%
5th	Approaches: 27% Meets: 20% Masters: 11% Total Passed: 58%	Approaches: 32% Meets: 21% Masters: 6% Total Passed: 60%	N/A	N/A	Approaches: 38% Meets: 17% Masters: 10% Total Passed: 64%	Approaches: 42% Meets: 18% Masters: 6% Total Passed: 66%

East Handley's 2023 STAAR Reading Data: Approaches Percentages

All Students 2022	All Students 2023	AA STAAR 2022	AA STAAR 2022	EB STAAR 2022	EB STAAR 2023
61%	64% (+3)	55%	49% (-6%)	60%	74% (+14%)

East Handley's 2023 STAAR Math Data: Approaches Percentages

All Students 2022	All Students 2023	AA STAAR 2022	AA STAAR 2022	EB STAAR 2022	EB STAAR 2023
47%	57% (+10)	24%	41% (+17%)	52%	65% (+13%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: GT students may not be as challenged as they can be. Some resources and instructional drivers are restrictive and doesn't allow for intervention at the student individual level. **Root Cause:** Limited flexibility and teacher-voice in the planning of the PLC cycles to collaborate on lesson extension.

Problem Statement 2 (Prioritized): Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers. **Root Cause:** Lack of strategic instructional supports for new teachers.

Problem Statement 3: The African Americans subgroup is performing below campus level and other subgroups. **Root Cause:** Limited flexibility and teacher-voice in the planning of the PLC cycles to collaborate on lesson extension.

School Processes & Programs

School Processes & Programs Summary

Below are the current data for East Handley student programs:

Gifted and Talented: 11%

ESL Program: 2%

DLE Program: 44.5%

Pre-K Program: 14%

SPED Program: 12%

The 2022-2023 East Handley After School Program adds extra- curriculum activities to the students' school day. There has been steady enrollment and various classes available such as poetry class, garden club, catapult building class and the study of capoeira (Afro-Brazilian arts).

School Processes & Programs Strengths

Campus Safety Process:

Our process for addressing campus safety procedures are regularly scheduled CSERT (Campus Safety Emergency Response Team) meetings, Campus staff's access to the Informacast AP, distribution of Emergency Response Cards, training and implementation of the Non-Violent Response CPI Team, use of safety bags during practice drills and prepped for use, staff required Safe School training, locking of all exterior doors, access badges accessibility for FWISD designated employees, and regularly scheduled drills.

East Handley has a strong bilingual program with 43% of our student population receiving bilingual services. 100% of bilingual teachers are fully certified and have at least 2 or more years of teaching experience. All but one teacher (96%) of East Handley 2022-2023 teachers are ESL certified. Eighty-eight percent of incoming teachers have completed the HB3 Texas Reading Academies. The remaining teachers are slated to complete all academies during the 2022-2023 school year.

One hundred percent of East Handley's teachers have created individual professional development plans that align with their selected T-Tess professional goal. Each teacher's professional goal is aligned to data and once completed will enhance the teacher's professional capacity in the focused area and an

improved school experience for students. Campus administrators have worked with teachers to focus each professional goal and professional development plans.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Current gifted and talented enrollment reflects a lack of African American students. **Root Cause:** African American students have not been recommended for gifted and talented services.

Problem Statement 2: SBDM team meets to discuss campus data and initiatives, however there is no clear process to disseminate information campus-wide on the root causes of low performance. **Root Cause:** Lack of communication system between the Site-Based Decision Committee and school staff.

Perceptions

Perceptions Summary

Student Climate

East Handley Yearly Rhithm App Data

The Rhithm App is accessible to students and staff. Students are able to assess and track their levels of energy and through this app. There are five energy levels students and staff may select.

1. Very low energy indicates strong low energy states of dysregulation. Options include having a dull mind, experiencing exhaustions or hunger, and rating one's social life as bad.
2. The rating of low energy indicates a student is not in an ideal state for learning or well-being. Options that drive a low energy score include a foggy mental state, sleepiness, sadness, physical discomfort and social disconnection.
3. The Optimal Energy rating is the ideal learning zone. This level indicates optimal states of regulation for effective learning and well-being. Options that drive an Optimal Energy score are clarity, focused, content, happy and feeling physically and socially good or great.
4. The rating of High Energy indicates a cautionary space for dysregulation. Options that drive a high energy score include being distracted, hyper, anxious, having physical injuries or social disagreements.
5. The rating of Very High Energy indicates a high level space for dysregulation. Options that drive a high energy score include having racing thoughts, out of control energy, anger, sickness, or social conflict.

	Very Low Energy	Low Energy	Optimal Energy	High Energy	Very High Energy
3rd Grade	3%	9%	76%	3%	10%
4th Grade	15%	29%	49%	3%	3%
5th Grade	6%	20%	69%	3%	3%

Perceptions Strengths

East Handley Community Partnerships have increased from three to five for the 2022-2023 school year. Our current community partners are:

-East Handley PTA

-Rush Creek Church

- Trinity United Methodist Church
- East Pointe Church of Christ
- Radius Areospace

Parent Engagement has increased during the 2022-2023 school year. East Handley families attended various events such as Attendance classes, data nights, after school tutoring, parent conferences, Teh Concilio parent classes, Eastern Hills pyramid Wellness fair, Open-house day, Family museum night, Hispanic Heritage Event, Black History Event, music concerts, Spelling Bee, Battle of the Books, Readers Become Leaders, JOY club, and Career day.

We measured community participation based on sign-in sheets, student enrollment, community donations and social media traffic. Depending on the events, the level of participation varies from event to event, but observable levels of support from our community has increased during the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Bilingual and non-bilingual classes need to be more culturally integrated. **Root Cause:** Lack of a plan to integrate the two programs in meaningful and culturally responsive ways.

Problem Statement 2 (Prioritized): There is a need to further engage marginalized families based on observable achievement, attendance and engagement gaps. **Root Cause:** Lack of a strategic plan to engage marginalized families.

Priority Problem Statements

Problem Statement 1: Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers.

Root Cause 1: Lack of strategic instructional supports for new teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Current gifted and talented enrollment reflects a lack of African American students.

Root Cause 2: African American students have not been recommended for gifted and talented services.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to further engage marginalized families based on observable achievement, attendance and engagement gaps.

Root Cause 3: Lack of a strategic plan to engage marginalized families.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The Cycle 3 attendance rates declined for all demographic groups to average 89% attendance for all students.

Root Cause 4: No strategic plan in place to address the trending decline of cycle 3 attendance.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent engagement rate

District Goals

Revised/Approved: June 13, 2023

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 62% to 70% by May 2024.

*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish at 95% by May 2024.

*Increase the percentage of African American students who score On Track on Circle Phonological Awareness from 45% to 64% by May 2024.

Evaluation Data Sources: CLI Assessment Waves

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English and Spanish.

Staff Responsible for Monitoring: PK Teachers, Instructional Coach, Campus Administrators

Title I:

2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, 2023, develop a cycle of observation and feedback of PK literacy instruction aligned to the Science of Teaching Reading and the Creative Curriculum and share the observation cycle with PK teachers by mid-September 2023. Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September, 2023- May, 2024 Collaborating Departments: Early Childhood Department Delivery Method: Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on CLI phonological awareness activities from the CLI dashboard per six weeks. Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Early Childhood Depratment Date(s) / Timeframe: August 2023 -May 2024 Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current gifted and talented enrollment reflects a lack of African American students. Root Cause: African American students have not been recommended for gifted and talented services.

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 47% to 55% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 53% to 58% by May 2024.

*Increase the percentage of African American students on our campus (gender, race, program, other) from 30% to 41% by May 2024.

Evaluation Data Sources: MAP Fluency Assessment

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Amplify, Lexia Core and Spanish supplemental activities.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team and Student Support Team

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, 2023 create a comprehensive professional learning plan for all ELAR teachers serving tier 3 literacy students. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Administrators and campus Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: In-Person Online				

Action Step 2 Details	Reviews			
Action Step 2: My May 2024, all literacy teachers will have completed PLC cycles of observation and feedback on literacy instructional plans and lesson delivery aligned to the Science of Reading and District approved resources. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach and Campus Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on foundational literacy skills and reading comprehension through Amplify curriculum resources and other District approved resources per six weeks. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach and Campus Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: In-Person Online	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers. Root Cause: Lack of strategic instructional supports for new teachers.

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 37% to 43% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 64% to 71% by May 2024.

*Increase the percentage of African American students on our campus from 27% to 41% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth Assessments

Strategy 1: Provide professional learning and support to help build teacher capacity in providing content-based language instruction to all underperforming students.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading .

Staff Responsible for Monitoring: Teachers, Campus Instructional Coach and Campus Administration

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, 2023 create a comprehensive professional learning plan for all ELAR teachers serving tier 3 literacy students. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Administrators and Campus Instructional Coach Date(s) / Timeframe: August, 2023-May, 2024 Collaborating Departments: Humanities Department Delivery Method: In-Person Online				

Action Step 2 Details	Reviews			
Action Step 2: My May 2024, all literacy teachers will have completed PLC cycles of observation and feedback on literacy instructional plans and lesson delivery aligned to the Science of Reading and District approved resources. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Instructional Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on foundational literacy skills and reading comprehension through Amplify curriculum resources and other District approved resources per six weeks. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach and Campus Administration Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: In-Person Online Funding Sources: Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04U-126-30-510-000000-24F10 - \$30,135, Title 1 Tutor - Title I (211) - 211-11-6117-04E-126-30-510-000000-24F10 - \$10,850, SPED Instructional Materials - SPED (199 PIC 23) - - \$2,498	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers. Root Cause: Lack of strategic instructional supports for new teachers.

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 87% to 91% by May 2024.
Increase the percentage of African American students from 72% to 85% by May 2024.

Evaluation Data Sources: CLI Assessment Waves

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 87% to 91% by May 2024.

Staff Responsible for Monitoring: PK Teachers, Instructional Coach, Campus Administrators

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress of On Track on Circle Math activities from the CLI dashboard per six weeks. Intended Audience: PK Teachers and PK Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September, 2023- May, 2024 Collaborating Departments: Early Childhood Department Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current gifted and talented enrollment reflects a lack of African American students. Root Cause: African American students have not been recommended for gifted and talented services.

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

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 68% to 79% by May 2023.
Increase the percentage of African American students from 57% to 79% by May 2023.

Evaluation Data Sources: TX-KEA Math Assessments

Strategy 1: Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Eureka curriculum.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team and Student Support Team

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: By September 1, 2023 create a comprehensive professional learning plan for all math teachers serving tier 3 math students. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus administrators and Campus Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Early Childhood Department Delivery Method: In-Person Online		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By May 2024, all math teachers will have completed PLC cycles of observation and feedback on math instructional plans and lesson delivery aligned to the Math TEKS and District approved resources. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus administration, Campus Instructional Coach, Math Department Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Early Childhood Department Delivery Method: In-Person Online	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress of students who score On Track on TX-KEA Math activities. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus administration and Campus Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Early Childhood Department Delivery Method: In-Person Online	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers. Root Cause: Lack of strategic instructional supports for new teachers.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 54% to 61% by May 2024.
Increase the percentage of African American students who Meet or Exceed projected growth from 44% to 64% by May 2024.





High Priority
Evaluation Data Sources: MAP Growth Assessments

Strategy 1: Provide professional learning and support to help build teacher capacity in providing content-based language instruction to all underperforming students.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth
Staff Responsible for Monitoring: Teachers, Instructional Leadership Team and Student Support Team

Title I:
2.4
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, 2023 create a comprehensive professional learning plan for all math teachers serving tier 3 math students. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus Administration and Campus Instructional coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-Peron Online Funding Sources: Professional Learning Materials - Title I (211) - 211-13-6329-04E-126-30-510-000000-24F10 - \$750				

Action Step 2 Details	Reviews			
Action Step 2: By May 2024, all math teachers will have completed PLC cycles of observation and feedback on math instructional plans and lesson delivery aligned to the Math TEKS and District approved resources. Intended Audience: Math Teachers and Title 1 Teacher Assistants Provider / Presenter / Person Responsible: Campus Administrators and Campus Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-Person Online Funding Sources: Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04U-126-30-510-000000-24F10 - \$30,135	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress of students who score who Meet or Exceed projected growth on MAP Growth Math activities. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus Administrator and Campus Instructional coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-Person Online Funding Sources: Teacher Assistant Professional Development - Title I (211) - 211-11-6116-0PD-126-30-510-000000-24F10 - \$1,080.53, Teacher Professional Development - Title I (211) - 211-13-6299-04E-126-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Weekly PLC's are available to assist all teachers with content and lesson delivery. however, no additional support has been added to assist new teachers. Root Cause: Lack of strategic instructional supports for new teachers.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 40% by May 2023.

Increase the percentage of African American students from 14%% to 18% by May 2023.

Evaluation Data Sources: Unit assessments, benchmarks scores, and STAAR Meets Performance

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, formative and summative assessments from the Curriculum Framework in all courses for all students.





Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Campus Instructional Leadership Team, Student Support Team

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on foundational literacy skills and reading comprehension through Amplify curriculum resources and other District approved resources per six weeks.				

<p>Intended Audience: Literacy Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Humanities Department</p> <p>Delivery Method: In-Person Online</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-13-6117-001-126-24-313-000000- - \$4,981, Bilingual Supplemental Materials - BEA (199 PIC 25) - 199-11-6329-001-126-25-313-000000 - \$533, Bilingual Tutoring - BEA (199 PIC 25) - 199-11-6117-001-126-25-313-000000 - \$2,000, Reading Materials - Gifted & Talented (199 PIC 21) - - \$216</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Current gifted and talented enrollment reflects a lack of African American students. Root Cause: African American students have not been recommended for gifted and talented services.</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 13% to 27% by May 2023.

Increase the percentage of African American students from 5% to 27% by May 2023.

Evaluation Data Sources: Unit assessments, benchmarks scores, and STAAR Meets Performance

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, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math.

Staff Responsible for Monitoring: Campus Instructional Leadership Team, Student Support Team

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: By May 2024, complete tracking and monitoring of teacher effectiveness and student progress on foundational math skills through Eureka curriculum resources and other district approved resources per six weeks. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Campus Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-Person Online Funding Sources: Instructional Supplemental Materials - Title I (211) - 211-11-6399-04E-126-30-510-000000-24F10 - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Current gifted and talented enrollment reflects a lack of African American students. Root Cause: African American students have not been recommended for gifted and talented services.

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 from 25% to 18% by May 2024.

Evaluation Data Sources: District Attendance Cycle Reports and FWISD Data Dashboard Data

Strategy 1: Campus Attendance Committee (CAC) reviews and creates plans to improve the attendance trends below 90% threshold every six weeks.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences.

Staff Responsible for Monitoring: Campus Attendance Committee and Campus Student Support Team

Title I:

2.5

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By May 2024, the Campus Attendance Committee will create a systematic monitoring and tiered response that will result in decreased chronic absenteeism. Intended Audience: Chronically absent students Provider / Presenter / Person Responsible: Campus Attendance Committee and Campus Student Support System Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS Department Parent Partnership Department Delivery Method: In-Person				
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Cycle 3 attendance rates declined for all demographic groups to average 89% attendance for all students. Root Cause: No strategic plan in place to address the trending decline of cycle 3 attendance.

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 101 to 70 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 69 to 36 by May 2024.

Evaluation Data Sources: Focus Discipline Report and District Discipline Cycle Reports

Strategy 1: Convene Student Support Team and review ADQ Cycle Report Data and Focus Discipline Data to determine students most impacted and in need of additional behavioral supports.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 101 to 70 by May 2024.

Staff Responsible for Monitoring: Campus Student Support Team and Campus Administrators

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: By September 1, ensure that Student Support Team has the capacity to access, analyze and respond to ADQ Cycle Report Data, Focus Discipline data, and Branching Minds Interventions to support students' behavioral needs. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Student Support Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Division of Equity and Excellence Restorative Practice Specialist Delivery Method: In-Person Online Funding Sources: Professional Learning Materials - Title I (211) - 211-13-6329-04E-126-30-510-000000-24F10 - \$500, Technology for SEL Instruction - Title I (211) - 211-31-6396-04E-126-30-510-000000-24F10 - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to further engage marginalized families based on observable achievement, attendance and engagement gaps. Root Cause: Lack of a strategic plan to engage marginalized families.

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 African American students from 17 to 10 by May 2024.

Evaluation Data Sources: Focus Discipline Report and District Discipline Cycle Reports

Strategy 1: Convene Student Support Team and review ADQ Cycle Report Data and Focus Discipline Data to determine students most impacted and in need of additional behavioral supports.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students from 17 to 10 by May 2024.

Staff Responsible for Monitoring: Campus Student Support Team and Campus Administrators

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, ensure that Student Support Team has the capacity to access and analyze ADQ Cycle Report Data, Focus Discipline data, and Branching Minds Interventions to support students' behavioral needs. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Student Support Team and Campus Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Division of Equity and Excellence Restorative Practice Specialist Delivery Method: In-Person Online Funding Sources: Professional Learning Materials - Title I (211) - 211-13-6329-04E-126-30-510-000000-24F10 - \$500				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need to further engage marginalized families based on observable achievement, attendance and engagement gaps. Root Cause: Lack of a strategic plan to engage marginalized families.

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

School Performance Objective 4: Maintain the number (8) of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs by May 2024.

Evaluation Data Sources: Family engagement event attendance and event feedback.

Strategy 1: Plan, organize and implement high-impact student and family engagement activities and events for the school year.

Strategy's Expected Result/Impact: Increase student and family engagement opportunities from a diverse group of stakeholders.

Staff Responsible for Monitoring: Campus administrators, campus planning committees and Family Engagement Specialist

Title I:

4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By May 2024 , campus staff will implement positive behavior expectations, Restorative Practices, student celebrations, and the Ron Clark House system. Intended Audience: EH students and staff Provider / Presenter / Person Responsible: Campus administrators, Campus SEL Team, and Family Engagement Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Division of Equity and Excellence Delivery Method: In-Person Online Funding Sources: - Parent Engagement - 211-61-6399-04L-126-30-510-000000-24F10 - \$500, - Parent Engagement - 211-61-6499-04L-126-30-510-000000-24F10 - \$364				

Action Step 2 Details	Reviews			
Action Step 2: Implement opportunities for students and families to experience high-levels of engagement and positive school experience. Intended Audience: East Handley students and families Provider / Presenter / Person Responsible: Family Engagement Specialist, SBDM Committee and East Handley PTA Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Family Engagement Department Delivery Method: In-Person Funding Sources: - Parent Engagement - 211-61-6299-04L-126-30-510-000000-24F10 - \$900	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: There is a need to further engage marginalized families based on observable achievement, attendance and engagement gaps. Root Cause: Lack of a strategic plan to engage marginalized families.

Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Danielle Walls	Diagnostician
Classroom Teacher 1	Chritol Polson	Dyslexia Teacher
Classroom Teacher 2	Betty Francis	4th/5th Grade Reading Teacher
Non-classroom Professional	Tina Rundles	Librarian
Classroom Teacher 3	Daniel Prado	4th/5th Math Teacher
Classroom Teacher 4	Delia Rodriguez	2nd Grade DLE Teacher
Community Representative 1	Sheree Lewis	Community Representative
Business Representative 1	Natasha Lewis	Business Representative
Administrator	Tiffany Hayes	Principal
Administrator	Joycelyn Moore	Assistant Principal
Parent	Gabriela Pavon	Parent
Parent 2	Cristal Velenzuela	Parent
Parent 3	Deondrala Davis	Parent
Parent	Rhia Alstrom-Belgrave	Parent
District-level Professional	Raquel McFadden	District-Level Professional
Classroom Teacher	Bianca Palacios	Teacher

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Title 1 Tutor	Tutors with degree or certified	211-11-6117-04E-126-30-510-000000-24F10	\$10,850.00
1	3	1	3	Title 1 Teacher Assistant	Computer Lab Assistant	211-11-6129-04U-126-30-510-000000-24F10	\$30,135.00
2	3	1	1	Professional Learning Materials	Reading materials for professional development	211-13-6329-04E-126-30-510-000000-24F10	\$750.00
2	3	1	2	Title 1 Teacher Assistant	Computer Lab Assistant	211-11-6129-04U-126-30-510-000000-24F10	\$30,135.00
2	3	1	3	Teacher Assistant Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-126-30-510-000000-24F10	\$1,080.53
2	3	1	3	Teacher Professional Development	Contracted professional development	211-13-6299-04E-126-30-510-000000-24F10	\$1,000.00
3	2	1	1	Instructional Supplemental Materials	Supplies and materials for instructional use	211-11-6399-04E-126-30-510-000000-24F10	\$6,000.00
4	2	1	1	Technology for SEL Instruction	Technology for counselor	211-31-6396-04E-126-30-510-000000-24F10	\$4,000.00
4	2	1	1	Professional Learning Materials	Reading materials for professional development	211-13-6329-04E-126-30-510-000000-24F10	\$500.00
4	3	1	1	Professional Learning Materials	Reading materials for professional development	211-13-6329-04E-126-30-510-000000-24F10	\$500.00
Sub-Total							\$84,950.53
Budgeted Fund Source Amount							\$84,950.53
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Tutoring	Tutors with degree or certified	199-13-6117-001-126-24-313-000000-	\$4,981.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$4,981.00
Budgeted Fund Source Amount							\$4,981.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-126-30-510-000000-24F10	\$500.00
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-126-30-510-000000-24F10	\$364.00
4	4	1	2		Family Science Night	211-61-6299-04L-126-30-510-000000-24F10	\$900.00
Sub-Total							\$1,764.00
Budgeted Fund Source Amount							\$1,764.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Bilingual Tutoring	Tutors with degree or certified	199-11-6117-001-126-25-313-000000	\$2,000.00
3	1	1	1	Bilingual Supplemental Materials	Reading materials - instruction	199-11-6329-001-126-25-313-000000	\$533.00
Sub-Total							\$2,533.00
Budgeted Fund Source Amount							\$2,533.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Reading Materials	OTHER READING MATERIALS		\$216.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$216.00
Budgeted Fund Source Amount							\$216.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	SPED Instructional Materials	INSTRUCTIONAL MATERIALS		\$2,498.00
Sub-Total							\$2,498.00
Budgeted Fund Source Amount							\$2,498.00
+/- Difference							\$0.00
Grand Total Budgeted							\$96,942.53
Grand Total Spent							\$96,942.53
+/- Difference							\$0.00