

Fort Worth Independent School District
184 Worth Heights Elementary School
2023-2024 Improvement Plan



Mission Statement

Worth Heights Mission Statement

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

Vision

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

Value Statement

At Worth Heights We Believe.....

- In being kind, compassionate, and respectful.
- ALL kids deserve to be physically and emotionally safe.

- Everyone should have a voice.
- Learning can and should be fun.
- ALL students deserve high-quality instruction in a way that meets their needs.

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

WE ARE BETTER TOGETHER!!!!

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Comprehensive Needs Assessment

Revised/Approved: April 12, 2023

Demographics

Demographics Summary

Worth Heights Elementary is a PK-5th grade Title 1 campus with an enrollment of 486 students- 232 girls, 254 boys. It is located in the southside of Fort Worth in a tight knit, established community located on I35 between Ripy and Seminary. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. We employ high quality and talented staff with minimal turnover year to year.

Ethnicity breakdown:

- 95% Hispanic
 - 2% White
 - <1% Asian
 - <1% African American
 - <1% 2 or more
 - <1% Native American
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- At-risk population: 94%
 - Special Education: 16% with two self contained units (RISE and ECSE)
 - Dyslexia: 5%
 - Gifted and Talented: 7%
 - Dual Language campus- ELL/EB: 49%
 - Mobility: 7%
 - Attendance: 94%

Demographics Strengths

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

- High quality and talented staff with minimal turnover year to year
- Low student discipline rate
- Strong family and community ties
- High number of Spanish speaking employees
- Top quality customer service
- Inviting and supportive work environment
- Positive staff-leadership/student to student/ staff to student relationships/ parents and teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 22-23 school year attendance has dropped for our Hispanic population to 92.7% as of April 2023 per ADQ reports. **Root Cause:** Inconsistent monitoring and incentive programs

Problem Statement 2: In the 22-23 school year, only 42% (3/7) of K-2nd special education students met or exceeded their projected growth measure on EOY MAP reading. **Root Cause:** Gap in phonics skills and lack of student engagement to testing format

Student Learning

Student Learning Summary

Worth Heights Elementary has strong, robust instructional practices that build successful and engaged learners.

STAAR Data 21-22

- Overall TEA Rating: 93- A
- Student Achievement: C-76
- School Progress: A-91
- Closing the Gaps: A-98
- 2 distinctions (Top 25% Closing the Gaps & Post Secondary Readiness)

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Student Learning Strengths

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

- Strong fidelity to implementing new curriculums (Amplify & Eureka) while customizing to meet student needs, progress monitoring and interventions
- Data driven planning and intentional PLC processes with Instructional Coach and Admin
- Aligned and targeted instruction
- Maximizing instructional minutes
- Continuously building a climate of engaged and motivated students
- High student participation and engagement
- Fidelity to LEXIA and Dreambox intervention programs, Scholastic News and Flocabulary
- High participation to Accelerated Reader- motivational reading program
- Motivational incentives – AR 100 board, treasure passes, Star Student of the 6 weeks, Book vending machine

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics and foundational reading skills

Problem Statement 2: In the 22-23 school year, only 51% of 4th graders met the standard on STAAR reading. **Root Cause:** Limited practice on typing constructed responses, lack of typing skills in complete sentences and addressing the prompt

School Processes & Programs

School Processes & Programs Summary

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

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

Our student enrichment programs include; student council, choir, Ballroom dancing, Spelling and Math Bee, Battle of the Books.

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

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Addition of campus monitor position this year has increased security best practices as well as parent volunteers. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, etc.)

Restorative practices and training in place for all staff that builds strong relationships and problem solving skills. Student Support Team meets regularly to discuss student needs such as attendance, interventions, speech and academic testing, behavioral supports.

School Processes & Programs Strengths

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

- Targeted PLCs focused on data and standards alignment
- Technology- smartboards in every classroom, 1 to 1 technology, interactive apps and assessments
- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Strong systems that support safety and wellness for students and adults

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. **Root**

Cause: Gaps in foundational math skills

Problem Statement 2: In the 22-23 school year, only 48% of 3rd graders met the standard on STAAR math. **Root Cause:** Limited technology knowledge in the area of math and transferring problems from screen to paper

Perceptions

Perceptions Summary

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

- We employ high quality and talented staff with minimal turnover year to year.
- Shared pride throughout the building and staff. Collaboration and teamwork are at the heart of all we do and help contribute to a welcoming and safe school environment. Teachers and staff create student centered classrooms that are highly engaging.
- Staff involvement and participation with activities outside the scope of their primary role is always high.
- Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.
- Families within the community that no longer have students that attend the campus still come to school events like school carnivals, PTA events, musical programs, etc.
- Strong, top quality customer service to all stakeholders.
- Safety and wellness systems

Perceptions Strengths

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

- Student support through their relationships with friends, family, and adults at school.
- Inviting work environment
- Strong Family Engagement Specialist that provides support and coordinates volunteer opportunities.
- Strong attendance at family events throughout the year: Santa Night, Family Fun Run, South Hills Pyramid Event, Spring Fling Event, Science Night at the Museum, Open House and Meet the Teacher
- Strong parent communication systems through Blackboard, Dojo, social media, flyers and email

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Worth Heights has a lack of direct parental involvement with only 75 members active on PTA, as well as low community partners. **Root Cause:** Lack of understanding of programs and commitment levels

Problem Statement 2: In the 22-23 school year, minimal student voice and student leadership opportunities for students. **Root Cause:** Lack of staff members to lead these opportunities and lack of knowledge of opportunities to incorporate

Priority Problem Statements

Problem Statement 1: In the 22-23 school year attendance has dropped for our Hispanic population to 92.7% as of April 2023 per ADQ reports.

Root Cause 1: Inconsistent monitoring and incentive programs

Problem Statement 1 Areas: Demographics

Problem Statement 2: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data.

Root Cause 2: Gaps in phonics and foundational reading skills

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data.

Root Cause 3: Gaps in foundational math skills

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Worth Heights has a lack of direct parental involvement with only 75 members active on PTA, as well as low community partners.

Root Cause 4: Lack of understanding of programs and commitment levels

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices
- Action research results

District Goals

Revised/Approved: June 28, 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 68% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 57% to 65% by May 2024.

*Increase the percentage of economically disadvantaged Spanish students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2024.

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

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

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 68% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 57% to 65% by May 2024.

*Increase the percentage of economically disadvantaged Spanish students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2024.

Staff Responsible for Monitoring: Leadership Team, PK Team

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PK teachers continue to progress through the required professional learning for Creative Curriculum. Intended Audience: PK Team, Leadership Team Provider / Presenter / Person Responsible: Leadership Team and Early Learning Department Date(s) / Timeframe: Ongoing Collaborating Departments: Early Learning Department Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 68% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 57% to 65% by May 2024.

*Increase the percentage of economically disadvantaged Spanish students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2024.

Staff Responsible for Monitoring: Leadership Team and Early Learning Coordinators

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs. Intended Audience: PK Team and Leadership Team	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: PK and Leadership Team

Date(s) / Timeframe: Weekly PLCs

Collaborating Departments: Early Learning Department

Delivery Method: face to face



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause:** Gaps in phonics and foundational reading skills

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 65% 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 56% to 65% by May 2024.

*Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 55% by May 2024.

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

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

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 65% 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 56% to 65% by May 2024.

*Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 55% by May 2024.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs.</p> <p>Provider / Presenter / Person Responsible: Leadership Team and Literacy department</p> <p>Date(s) / Timeframe: PLCs, FLEX days, district and campus professional development days</p> <p>Collaborating Departments: Literacy department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: general supplies - BEA (199 PIC 25) - 199-11-6399-001-184-25-313-000000 - \$3,519</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. Root Cause: Gaps in phonics and foundational reading skills</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 61% to 70% 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 61% to 70% by May 2024.

*Increase the percentage of English special education students from 46% to 60% by May 2024.

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

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: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 61% to 70% 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 61% to 70% by May 2024.

*Increase the percentage of English special education students from 46% to 60% by May 2024.

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. Intended Audience: K-5 Reading Teachers and Leadership Team Provider / Presenter / Person Responsible: Leadership Team and Literacy department Date(s) / Timeframe: Instructional Planning Days, PLCs Collaborating Departments: Literacy department Delivery Method: face to face Funding Sources: Data Analyst position - Title I (211) - 211-13-6119-04E-184-30-510-000000-24F10 - \$85,000, Technology for PLCs - Title I (211) - 211-13-6396-04E-184-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 61% to 70% 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 61% to 70% by May 2024.

*Increase the percentage of English special education students from 46% to 60% by May 2024.

Staff Responsible for Monitoring: Leadership Team and K-5th Teachers

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 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKS based instruction.</p> <p>Intended Audience: K-5 teachers and Leadership Team</p> <p>Provider / Presenter / Person Responsible: K-5 teachers and Leadership Team</p> <p>Date(s) / Timeframe: PLCs</p> <p>Collaborating Departments: Literacy department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: General supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-24F10 - \$6,281.83</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. Root Cause: Gaps in phonics and foundational reading skills</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 68% to 75% by May 2024.

Increase the percentage of English ED students from 65% to 75% by May 2024.

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

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

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 68% to 75% by May 2024.

Increase the percentage of English ED students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership Team and PK team

Title I:

2.4, 2.5, 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			
Action Step 1: PK teachers attend and progress through the required professional learning for Creative Curriculum. Intended Audience: Leadership team and PK teachers Provider / Presenter / Person Responsible: Leadership and PK team, Early Learning department Date(s) / Timeframe: FLEX days, professional development days, PLCs Collaborating Departments: Early Learning department Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 68% to 75% by May 2024.

Increase the percentage of English ED students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership Team and PK Team

Title I:

2.4, 2.5, 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			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs.</p> <p>Intended Audience: Leadership Team and PK Team</p> <p>Provider / Presenter / Person Responsible: Leadership and PK team, Early Learning department</p> <p>Date(s) / Timeframe: FLEX days, professional development days, PLCs</p> <p>Collaborating Departments: Early Learning department</p> <p>Delivery Method: face to face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills</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 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 36% to 55% by May 2024.

Increase the percentage of English ED students from 33% to 50% by May 2024.

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

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.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 36% to 55% by May 2024.

Increase the percentage of English ED students from 33% to 50% by May 2024.

Staff Responsible for Monitoring: Leadership team and Kinder teachers

Title I:

2.4, 2.5, 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			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria and calibrate with AP. Intended Audience: Principal and AP Provider / Presenter / Person Responsible: Principal and AP Date(s) / Timeframe: Weekly Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause:** Gaps in foundational math skills

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by May 2024.

Increase the percentage of special education students from 65% to 75% by May 2024.

Evaluation Data Sources: BOY-MOY-EOY MAP data

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by May 2024.

Increase the percentage of special education students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership Team and K-5 math teachers

Title I:

2.4, 2.5, 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			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. Intended Audience: Math teachers, Leadership team	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: PLCs, Instructional Planning days, professional development days Collaborating Departments: Math department Delivery Method: face to face Funding Sources: substitutes for professional development - Title I (211) - 211-11-6112-0PD-184-30-510-000000-24F10 - \$10,000				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by May 2024.

Increase the percentage of special education students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership Team and math teachers

Title I:

2.4, 2.5, 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			
Action Step 1: Ensure PLC focus of lesson internalization and planning and customizing TEKS based math lessons. Intended Audience: Math teaches and leadership team Provider / Presenter / Person Responsible: Leadership team and math department	Formative			Summative
	Nov	Jan	Mar	June

<p>Date(s) / Timeframe: PLCs, professional development Collaborating Departments: Math department Delivery Method: face to face</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Assess training needs for the use of electronic resources and processes for campuses on procedures for MTSS, dyslexia, 504 referrals, referral for FIEs in order to expand professional learning offerings.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by May 2024.

Increase the percentage of special education students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership team and math teachers

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development to teachers on Don Johnston Accessibility Tools and Goalbook on strategies to utilize and support students of diverse learning needs. Intended Audience: Special education teachers, diagnostician, leadership team</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Provider / Presenter / Person Responsible: Special education teachers, diagnostician, leadership team Date(s) / Timeframe: PLCs, professional development days Collaborating Departments: Special education department Delivery Method: face to face</p> <p>Funding Sources: Supplies and materials for special education students - SPED (199 PIC 23) - - \$3,969</p>				
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills</p>

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 47% to 75% by May 2024.

Increase the percentage of special education students from 22% to 50% by May 2024.

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

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: Raise MEETS percentages 8% from 2023 STAAR to 2024 STAAR Reading

Staff Responsible for Monitoring: Leadership team and reading teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps.</p> <p>Intended Audience: Reading teachers and leadership team</p> <p>Provider / Presenter / Person Responsible: Reading teachers and leadership team</p> <p>Date(s) / Timeframe: PLCS, IPDs, FLEX, professional development days</p> <p>Collaborating Departments: Literacy department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: reading materials - Title I (211) - 211-11-6329-04E-184-30-510-000000-24F10 - \$15,000, Student reading materials - SCE (199 PIC 24) - 199-11-6329-001-184-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy's Expected Result/Impact: Raise MEETS percentages 8% from 2023 STAAR to 2024 STAAR Reading

Staff Responsible for Monitoring: Leadership team and reading teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs.</p> <p>Intended Audience: Leadership team and Reading teachers</p> <p>Provider / Presenter / Person Responsible: Reading teachers and leadership team</p> <p>Date(s) / Timeframe: PLCS, IPDs, FLEX, professional development days</p> <p>Collaborating Departments: Literacy department</p> <p>Delivery Method: face to face</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. Root Cause: Gaps in phonics and foundational reading skills</p>

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 54% to 75% by May 2024.

Increase the percentage of special education students from 30 % to 50% by May 2043.

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

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 54% to 75% by May 2024.

Increase the percentage of special education students from 30 % to 50% by May 2043.

Staff Responsible for Monitoring: Leadership teachers and math teachers

Title I:

2.4, 2.5, 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			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. Intended Audience: Math teachers and leadership team Provider / Presenter / Person Responsible: Leadership team and math teachers Date(s) / Timeframe: PLCs, Instructional planning days Collaborating Departments: Math department Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 54 to 75% by May 2024.

Increase the percentage of special education students from 30 % to 50% by May 2043.

Staff Responsible for Monitoring: Leadership team and math teachers

Title I:

2.4, 2.5, 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			
<p>Action Step 1: Ensure PLC focus of lesson internalization and planning for Eureka lessons.</p> <p>Intended Audience: Math teachers and leadership team</p> <p>Provider / Presenter / Person Responsible: Leadership team and math teachers</p> <p>Date(s) / Timeframe: PLCs, Instructional planning days</p> <p>Collaborating Departments: Math department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: General supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-24F10 - \$12,000, Supplies and materials for instructional use - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - \$6,436</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. Root Cause: Gaps in foundational math skills</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 15% to 10% by May 2024.

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

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

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 15% to 10% by May 2024.

Staff Responsible for Monitoring: Leadership team, FES, counselor

Title I:

4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 3: Positive School Culture

- Results Driven Accountability

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: FES will monitor student attendance, especially in the area of OSP, and collaborate with counselor and teachers to track students and provide support services and interventions.</p> <p>Intended Audience: Teachers and leadership team</p> <p>Provider / Presenter / Person Responsible: FES and leadership team</p> <p>Date(s) / Timeframe: daily</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Printed materials (100s boards) - Title I (211) - 211-11-6299-04E-184-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In the 22-23 school year attendance has dropped for our Hispanic population to 92.7% as of April 2023 per ADQ reports. **Root Cause:** Inconsistent monitoring and incentive programs

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 8 to 4 by May 2024.

Evaluation Data Sources: FOCUS Discipline reports, ADQ Cycle reports

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

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 8 to 4 by May 2024.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:

2.6





- **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			
Action Step 1: Celebrate and acknowledge students' academic gains (treasure box, reading reward cart, star student) Intended Audience: Students and staff Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: In the 22-23 school year attendance has dropped for our Hispanic population to 92.7% as of April 2023 per ADQ reports. Root Cause: Inconsistent monitoring and incentive programs

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for ELL students from 4 to 0 by May 2023.

Evaluation Data Sources: FOCUS Discipline reports, ADQ Cycle reports

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

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for ELL students from 4 to 0 by May 2023.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:

2.5


- **TEA Priorities:**


Build a foundation of reading and math


- **ESF Levers:**


Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Acknowledge students' academic gains (treasure box, reading reward cart, star student) Intended Audience: Leadership team and teachers Provider / Presenter / Person Responsible: Leadership team and teachers Date(s) / Timeframe: Ongoing, daily Funding Sources: Supplies and materials - Gifted & Talented (199 PIC 21) - - \$475	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 7 to 10 by May 2024.

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

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 7 to 10 by May 2024.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:





4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: FES will host monthly family classes/events to provide educational information to strengthen the home/school partnership.</p> <p>Intended Audience: Parents, Community, Provider / Presenter / Person Responsible: FES and leadership team Date(s) / Timeframe: Monthly Collaborating Departments: Parent partnerships Delivery Method: face to face</p> <p>Funding Sources: Snacks for parent events - Parent Engagement - 211-61-6499-04L-184-30-510-000000-24F10 - \$1,400, General supplies for family events - Parent Engagement - 211-61-6399-04L-184-30-510-000000-24F10 - \$1,384</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

in key strategic events and programs from 7 to 10 by May 2024.

Staff Responsible for Monitoring: FES , leadership team and teachers





Title I:

4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: School staff will collaborate to design and implement family activities that strengthen the home/school partnership.</p> <p>Intended Audience: Families, community</p> <p>Provider / Presenter / Person Responsible: FES, leadership team, teachers</p> <p>Date(s) / Timeframe: Fall and Spring semester</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: face to face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Worth Heights has a lack of direct parental involvement with only 75 members active on PTA, as well as low community partners. Root Cause: Lack of understanding of programs and commitment levels</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Data Analyst position	Data Analyst	211-13-6119-04E-184-30-510-000000-24F10	\$85,000.00
1	3	1	1	Technology for PLCs	Technology for data analyst	211-13-6396-04E-184-30-510-000000-24F10	\$3,000.00
1	3	2	1	General supplies	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-24F10	\$6,281.83
2	3	1	1	substitutes for professional development	Subs for professional development	211-11-6112-0PD-184-30-510-000000-24F10	\$10,000.00
3	1	1	1	reading materials	Reading materials for classroom use	211-11-6329-04E-184-30-510-000000-24F10	\$15,000.00
3	2	2	1	General supplies	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-24F10	\$12,000.00
4	1	1	1	Printed materials (100s boards)	Contracted instructional services	211-11-6299-04E-184-30-510-000000-24F10	\$2,000.00
Sub-Total							\$133,281.83
Budgeted Fund Source Amount							\$133,281.83
+/- 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	Student reading materials	Reading materials for classroom use	199-11-6329-001-184-24-313-000000-	\$500.00
3	2	2	1	Supplies and materials for instructional use	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	\$6,436.00
Sub-Total							\$6,936.00
Budgeted Fund Source Amount							\$6,936.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	General supplies for family events	Supplies and materials for parental involvement	211-61-6399-04L-184-30-510-000000-24F10	\$1,384.00
4	4	1	1	Snacks for parent events	Snacks for Parents to promote participation	211-61-6499-04L-184-30-510-000000-24F10	\$1,400.00
Sub-Total							\$2,784.00
Budgeted Fund Source Amount							\$2,784.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	general supplies	Supplies and materials - instruction	199-11-6399-001-184-25-313-000000	\$3,519.00
Sub-Total							\$3,519.00
Budgeted Fund Source Amount							\$3,519.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Supplies and materials	GENERAL SUPPLIES		\$475.00
Sub-Total							\$475.00
Budgeted Fund Source Amount							\$475.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	3	1	Supplies and materials for special education students	GENERAL SUPPLIES		\$3,969.00
Sub-Total							\$3,969.00
Budgeted Fund Source Amount							\$3,969.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Grand Total Budgeted							\$150,964.83
Grand Total Spent							\$150,964.83
+/- Difference							\$0.00