

**Fort Worth Independent School District**  
**190 Riverside Applied Learning Center**  
**2023-2024 Improvement Plan**

**Accountability Rating: B**

# Mission Statement

Mission Our mission is to cultivate a real-world, relevant learning community for our students by fostering student choice, collaboration, continuous innovation and accountability through an applied learning experience.

## Vision

Vision Riverside Applied Learning Center strives to empower life long learners through real-world, student-led learning opportunities.

## Core Beliefs

### Applied Learning Core Beliefs

- Foster a sense of community and lifelong learning
- Teach an understanding of accountability and each person's role in that concept
- Encourage and facilitate collaboration
- Provide avenues for students to find their voice
- Create an environment that promotes problem identification, inquiry, and problem solving

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# Comprehensive Needs Assessment

Revised/Approved: May 2, 2023

## Demographics

### Demographics Summary

Riverside Applied Learning Center is a K - 5th, Title I campus in FWISD.

Ethnic Distribution:

- Hispanic: 76.8%
- African American: 10.1%
- White: 9.2%
- Asian: 1.8%
- Pacific Islander: 1.3%
- Two or more races: 0.4%

RALC is not a neighborhood school as families must apply for enrollment through the FWISD Gold Seal Programs of Choice. We receive families from all over FWISD and nearby districts. RALC can hold up to 264 students but averages between 215 - 225 students yearly. Most families transport their own children with only 15% of students riding the bus to and from school.

RALC saw a decrease in enrollment for the last 2 school year due to the current state of affairs. Multiple families preferred to keep their children at their home schools for convenience and safety.

Student Groups:

- Economically Disadvantaged - 75.4%
- English Learners (EL) - 23.7%
- At Risk - 72.8%
- Special Education - 12.3%

- Gifted & Talented - 18.9%

Riverside Applied Learning Center employs a high-quality, talented staff with minimal turn over. Any staff openings are due to relocation of staff family, career advancement, or retirement.

### **Demographics Strengths**

- We currently have a 95.5% attendance rate compared to our district attendance rate of 92%. Our campus attributes the high attendance rate to a strong partnership with parents and a focus on high-quality education. Also, our family engagement specialist contacts parents of absent students daily to check in. Parents have realized that their students are missed and need to attend school on a daily basis.
- We have a very low mobility rate of 3.9% as compared to the district at 16.5%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. **Root Cause:** Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.

**Problem Statement 2 (Prioritized):** RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction. **Root Cause:** Travel distance of families across the district Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.

# Student Learning

## Student Learning Summary

Riverside Applied Learning Center earned a B (87) for recognized performance by serving many students well and encouraging high academic growth for most students during the 2021-22 school year. The overall grades are based on three categories: student achievement, school progress and closing the gaps.

### Accountability Breakdown:

- Student Achievement - 72 C
- School Progress - 91 B
- Closing the Gaps - 78 C

In the past two accountability years RALC has performed above the district average for Meets Grade Level or Above in all subjects, reading, math, and science.

According to current, 2022-23 MOY MAP data, 47.6% of all students have met projected growth in Reading and 42.9% in Math.

## Student Learning Strengths

- According to NWEA Reading MOY MAP Growth Data, 72% of 2nd graders met projected growth from BOY to MOY.
- According to NWEA Math MOY MAP Growth Data Kindergarten and 4th grade with average RIT scores of 152 and 208 respectively are aligned with national norms.
- According to NWEA Reading MOY MAP Growth Data Kindergarten, 4th and 5th grade with average scores of 150, 207, and 209 respectively are aligned or above national norms.
- 5th Grade Math and Reading STAAR scores for Meets Grade Level or Above have consistently outperformed the district
- 4th grade Math STAAR 2023 gained 16% for Meets grade level and above; 33% to 49%. And gained 9% for masters grade level; 14% to 23%.
- 4th Grade Reading STAAR 2023 gained 12% for meets grade and above; 44% to 56%
- 5th Grade Science STAAR 2023 gained 11% for meets grade level and above; 34% to 45%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students. **Root Cause:** 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

**Problem Statement 2 (Prioritized):** According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%. **Root Cause:** Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented

in a new manner causing a learning curve for both teachers and students.

**Problem Statement 3 (Prioritized):** According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34% **Root Cause:** 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.

# School Processes & Programs

## School Processes & Programs Summary

Our mission is to educate, empower, and nurture life-long learners through Applied Learning.

We are united by the following core values:

- **Choice:** We provide choices to encourage students to be accountable for their own learning and discover their voice while respecting others' differences.
- **Rigor:** We challenge all students to engage in meaningful learning opportunities asking them to reflect and self-assess.
- **Authenticity:** We create an environment that promotes problem identification, inquiry, and problem solving to find solutions to real world problems.
- **Community:** We engage in our local community to interact with our world. We learn to make our world better through empathy, respect, and action.
- **Collaboration:** We guide students to work in teams to encourage thinkers, problem solvers and lifelong learners.

This mission statement supports and focuses on the *Applied Learning Teacher Core Beliefs*:

- Foster a sense of community and lifelong learning
- Teach an understanding of accountability and each person's role in that concept
- Encourage and facilitate collaboration
- Provide avenues for students to find their voice
- Create an environment that promotes problem identification, inquiry, and problem solving

## School Processes & Programs Strengths

- Teacher committees work collaboratively to develop and update comprehensive school plans (Attendance, PBIS, Technology, PD, etc.).
- Master schedule encompasses all core classes, art, music, PE, resource, inclusion, dyslexia, and board required recess.
- Teachers are provided double planning every week to work in their professional learning communities - collaborative planning, study student work, respond to data analysis, etc.
- All current teachers have received Applied Learning Level 1 training on Applied Learning Core Beliefs and AL behaviors

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated portfolios to track progress and/or mastery each marking period. **Root Cause:** Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

**Problem Statement 2 (Prioritized):** Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions. **Root Cause:** Students have not been provided with an avenue to do so by campus administration.



**Problem Statement 3 (Prioritized):** Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction. **Root Cause:** Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

# Perceptions

## Perceptions Summary

Riverside Applied Learning Center strives to empower life long learners through real-world, student-led learning opportunities. Our mission is to cultivate a successful learning environment for our students by offering student choice, continuous innovation and an authentic learning experience through applied learning.

RALC believes that everyone in the learning community, including teachers, auxiliary staff, students, parents, and local community partners need to work together to ensure high levels of student achievement. RALC believes that our teachers must also continue to learn and grow in their own pedagogy. It is through these beliefs that RALC is able to promote a culture of continuous learning.

All staff and students adhere to our 5 Core Beliefs in Applied Learning...

- Foster a sense of community and lifelong learning
- Teach an understanding of accountability and each person's role in that concept
- Encourage and facilitate collaboration
- Provide avenues for students to find their voice
- Create an environment that promotes problem identification, inquiry, and problem solving

## Perceptions Strengths

- Teachers consider RALC a positive work environment as evidenced by high teacher retention.
- Parents consider RALC a safe and positive environment to send their students as evidenced through social media reviews and ratings.
- Students feel safe and secure at school as evidenced by their high attendance rate and over all dispositions.
- Students feel heard as evidenced their willingness to share ideas and bring forth issues through their daily class meetings.
- Students are given ownership over their learning through goal setting and tracking.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.

**Root Cause:** Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

**Problem Statement 2 (Prioritized):** There is a lack of data collected to determine perception status from the point of view of students and community. **Root Cause:** Student, parent and community surveys were not able to be distributed as determined by the district.

# Priority Problem Statements

**Problem Statement 1:** 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students.

**Root Cause 1:** 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated potfolios to track progress and/or mastery each marking period.

**Root Cause 2:** Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are nopt implementing applied learning projects appropriately into their instruction.

**Root Cause 3:** Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

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

**Problem Statement 4:** Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.

**Root Cause 4:** Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students.

**Root Cause 5:** Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction.

**Root Cause 6:** Travel distance of families across the district Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%.

**Root Cause 7:** Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34%

**Root Cause 8:** 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions.

**Root Cause 9:** Students have not been provided with an avenue to do so by campus administration.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** There is a lack of data collected to determine perception status from the point of view of students and community.

**Root Cause 10:** Student, parent and community surveys were not able to be distributed as determined by the district.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Class size averages by grade and subject
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

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

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

# District Goals

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

**School Performance Objective 1:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 65.6% to 80% by June 2024.

Increase the percentage of SE students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 36.8% to 50% by June 2024.

**Evaluation Data Sources:** MAP Fluency

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs and data with K-5 teachers.

**Strategy's Expected Result/Impact:** Engaging and rigorous lessons based on student needs and data

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hold weekly PLC meetings for instructional planning. <b>Intended Audience:</b> Instructional Staff <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Weekly/ Fridays <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Strategy's Expected Result/Impact:** Increased teacher capacity in the area of literacy

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> K-3 teachers administer fluency checks each marking period for progress monitoring. <b>Intended Audience:</b> K-3 Instructional Staff <b>Provider / Presenter / Person Responsible:</b> K-3 Classroom Teachers <b>Date(s) / Timeframe:</b> Monthly <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34% <b>Root Cause:</b> 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.



**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 through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48.3% to 60% by June 2024.

Increase the percentage of SE students who meet or exceed projected growth on MAP Growth Reading in English from 40.5% to 50% by June 2024.

**Evaluation Data Sources:** MAP Reading Growth

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs and data with K-5 teachers.

**Strategy's Expected Result/Impact:** Engaging and rigorous lessons based on student needs and data

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement regular use of Renaissance Learning in all 1st - 5th grade literacy classrooms.</p> <p><b>Intended Audience:</b> Literacy Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Renaissance Learning</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Renew Renaissance Learning - Title I (211) - 211-11-6329-04E-190-30-510-000000-24F10 - \$3,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Library Media Specialist will maintain an up to date reading selection by purchasing high interest books.</p> <p><b>Intended Audience:</b> K-5 students</p> <p><b>Provider / Presenter / Person Responsible:</b> Librarian</p> <p><b>Date(s) / Timeframe:</b> December 2023</p> <p><b>Funding Sources:</b> Purchase high interest books - Title I (211) - 211-12-6329-04E-190-30-510-000000-24F10 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Strategy's Expected Result/Impact:** Increased teacher capacity in the area of literacy

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Classroom teachers will purchase book sets for classroom literacy instruction. <b>Intended Audience:</b> K-5 Students <b>Provider / Presenter / Person Responsible:</b> Classroom Literacy Teachers <b>Date(s) / Timeframe:</b> December 2023  <b>Funding Sources:</b> Classroom book sets - Title I (211) - 211-11-6329-04E-190-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Collaboration of teachers in instructional planning days. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> Leadership Team & Classroom Teachers <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 3:</b> According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34% <b>Root Cause:</b> 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.

**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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 61.2% to 75% by June 2024.

Increase the percentage of SE students from 59.5% to 70% by June 2024.

**Evaluation Data Sources:** MAP Math Growth

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase student achievement and learning outcomes

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Plan for professional subs to cover classrooms for teachers to hold parent & student conferences. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Every quarter/ 9 weeks  <b>Funding Sources:</b> Professional Substitutes - Title I (211) - 211-11-6112-04E-190-30-510-000000-24F10 - \$3,500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Collaboration of teachers in instructional planning days <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> BOY, MOY, EOY	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Strategy's Expected Result/Impact:** Increase teacher capacity in math

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create and maintain student data binders and portfolios for tracking growth/progress.</p> <p><b>Intended Audience:</b> K-5 students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> September 2023</p> <p><b>Funding Sources:</b> Purchase materials needed to create student data binders and portfolios for tracking growth/progress. - Title I (211) - 211-11-6399-04E-190-30-510-000000-24F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Hire a part time tutor to plan and implement STEM activities for students during teacher double planning/ PLC rotation.</p> <p><b>Intended Audience:</b> K-5 Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Hire part time tutor to plan and implement STEAM Activities - Title I (211) - 211-11-6127-04E-190-30-510-000000-24F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**School Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students. **Root Cause:** 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

**Problem Statement 2:** According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%. **Root Cause:** Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading from 51% to 60% by June 2024.

Increase the percentage of SE students from 15% to 25% by June 2024.

**Evaluation Data Sources:** STAAR Reading

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

**Strategy's Expected Result/Impact:** Increase teacher capacity in literacy

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase resources and materials needed for students to master state standards.</p> <p><b>Intended Audience:</b> 3rd - 5th students &amp; staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Purchase resources and materials needed for students to master state standards. - SCE (199 PIC 24) - 199-11-6399-001-190-24-313-000000- - \$2,550</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Strategy's Expected Result/Impact:** Data informed culture & positive student outcomes

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in instructional planning days. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> Leadership team <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement afterschool tutoring and/or Saturday Academy to target specific learning standards. <b>Intended Audience:</b> RALC Students <b>Provider / Presenter / Person Responsible:</b> Admin & classroom teachers <b>Date(s) / Timeframe:</b> Ongoing as needed <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Afterschool tutoring and/or Saturday Academy - Title I (211) - 211-11-6116-04E-190-30-510-000000-24F10 - \$2,900	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34% <b>Root Cause:</b> 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated potfolios to track progress and/or mastery each marking period. <b>Root Cause:</b> Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

**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 39% to 50% by June 2024. Increase the percentage of SE students from 9% to 20% by June 2024.

**Evaluation Data Sources:** STAAR Math

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

**Strategy's Expected Result/Impact:** Increase teacher capacity in math

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in instructional planning days. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Ongoing	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessments.

**Strategy's Expected Result/Impact:** Engaging and rigorous lessons

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase resources and materials needed for students to master state standards.</p> <p><b>Intended Audience:</b> K-5 students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Resources and materials for students to master and exceed state standards. - Gifted &amp; Talented (199 PIC 21) - - \$648, Purchase iReady program through Curriculum Associates for supplemental math and reading instruction. - Title I (211) - 211-11-6399-04E-190-30-510-000000-24F10 - \$5,500, Teacher PD for iReady implementation - Title I (211) - 211-13-6299-04E-190-30-510-000000-24F10 - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students. <b>Root Cause:</b> 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.</p> <p><b>Problem Statement 2:</b> According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%. <b>Root Cause:</b> Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.</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 from 8% to 5% by June 2024.

**Evaluation Data Sources:** FOCUS Attendance Data

**Strategy 1:** Family Communications Liaison 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:** Increased average daily attendance

**Staff Responsible for Monitoring:** FES





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> FES will monitor student attendance and collaborate with the campus attendance committee to track and provide support services. <b>Intended Audience:</b> RALC students & families <b>Provider / Presenter / Person Responsible:</b> FES <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Align and leverage programs, resources, and 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:** Increase ADA & parent engagement

**Staff Responsible for Monitoring:** FES





**Title I:**

2.5, 2.6, 4.1

- **TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Campus Attendance Committee will establish 9-week attendance goals with a tracking/monitoring system for rewards and celebrations.</p> <p><b>Intended Audience:</b> K-5 Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Attendance Committee</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Purchase incentives and rewards for students' meeting perfect attendance goals.</p> <p><b>Intended Audience:</b> RALC Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin &amp; Attendance committee</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Purchase incentives and rewards for students' meeting perfect attendance goals. - Title I (211) - 211-11-6499-04E-190-30-510-000000-24F10 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction. <b>Root Cause:</b> Travel distance of families across the district Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.</p>

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

**School Performance Objective 2:** Decrease the number of out-of-school suspensions for SE students on our campus from 3.6 to 0 by June 2024.

**Strategy 1:** Cultivate safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Safe, supportive and equitable learning environments

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase supplies, materials, and/or resources needed to differentiate instruction for at risk students. <b>Intended Audience:</b> At risk students <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Ongoing	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase materials, devices, and/or social & emotional tools and resources to assist students with focus and de-escalation. <b>Intended Audience:</b> K-5 students <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Ongoing  <b>Funding Sources:</b> Materials, devices, and/or social & emotional tools and resources. - SPED (199 PIC 23) - - \$3,112	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. **Root Cause:** Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

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

**School Performance Objective 3:** Decrease the overall number of discipline referrals by school personnel.

**Evaluation Data Sources:** FOCUS, Panorama SEL Survey

**Strategy 1:** Cultivate safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Safe, supportive, ad equitable learning environments

**Staff Responsible for Monitoring:** Leadership Team





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PBIS Committee will maintain school wide expectations with a tracking/monitoring system for rewards and celebrations. <b>Intended Audience:</b> K-5 Students <b>Provider / Presenter / Person Responsible:</b> PBIS Committee <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Celebrate and acknowledge students' academic gains (Principal Club, Student of the Month, Dolphin Awards, etc.) <b>Intended Audience:</b> K-5 Students <b>Provider / Presenter / Person Responsible:</b> RALC Staff <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

### School Processes & Programs

**Problem Statement 2:** Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions. **Root Cause:** Students have not been provided with an avenue to do so by campus administration.

**Problem Statement 3:** Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction. **Root Cause:** Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

### Perceptions

**Problem Statement 1:** Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. **Root Cause:** Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

**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 4 to 7 by June 2024.

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

**Strategy's Expected Result/Impact:** Increase school partnerships

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**

4.2





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** Demographics 1 - School Processes & Programs 2, 3 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.</p> <p><b>Intended Audience:</b> RALC families</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team, FES, &amp; PTA</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed. - Parent Engagement - 211-61-6399-04L-190-30-510-000000-24F10 - \$776, Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed. - Title I (211) - 211-61-6399-04L-190-30-510-000000-24F10 - \$724</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Host family engagement events to encourage parent involvement.</p> <p><b>Intended Audience:</b> RALC Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership team, teachers, TAs, FES, office staff</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra duty pay for family engagement events for professional and support personnel. - Title I (211) - 211-61-6116-04L-190-30-510-000000-24F10 - \$1,500, Printer ink to create flyers and posters to engage families - Title I (211) - 211-61-6399-04L-190-30-510-000000-24F10 - \$150.65</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase snacks and refreshments for family engagement events to encourage participation.</p> <p><b>Intended Audience:</b> RALC Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin &amp; FES</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Purchase snacks &amp; refreshments for family engagement events. - Title I (211) - 211-61-6499-04L-190-30-510-000000-24F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### School Performance Objective 4 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. <b>Root Cause:</b> Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions. <b>Root Cause:</b> Students have not been provided with an avenue to do so by campus administration.</p> <p><b>Problem Statement 3:</b> Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction. <b>Root Cause:</b> Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.</p>
Perceptions
<p><b>Problem Statement 2:</b> There is a lack of data collected to determine perception status from the point of view of students and community. <b>Root Cause:</b> Student, parent and community surveys were not able to be distributed as determined by the district.</p>

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Renew Renaissance Learning	Reading materials for classroom use	211-11-6329-04E-190-30-510-000000-24F10	\$3,500.00
1	2	1	2	Purchase high interest books	Reading materials for library use	211-12-6329-04E-190-30-510-000000-24F10	\$5,000.00
1	2	2	1	Classroom book sets	Reading materials for classroom use	211-11-6329-04E-190-30-510-000000-24F10	\$2,500.00
2	1	1	1	Professional Substitutes	Subs for supplemental instruction	211-11-6112-04E-190-30-510-000000-24F10	\$3,500.00
2	1	2	1	Purchase materials needed to create student data binders and portfolios for tracking growth/progress.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-24F10	\$1,500.00
2	1	2	2	Hire part time tutor to plan and implement STEAM Activities	Tutors without degree	211-11-6127-04E-190-30-510-000000-24F10	\$1,500.00
3	1	2	2	Afterschool tutoring and/or Saturday Academy	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-190-30-510-000000-24F10	\$2,900.00
3	2	2	1	Purchase iReady program through Curriculum Associates for supplemental math and reading instruction.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-24F10	\$5,500.00
3	2	2	1	Teacher PD for iReady implementation	Contracted professional development	211-13-6299-04E-190-30-510-000000-24F10	\$600.00
4	1	2	2	Purchase incentives and rewards for students' meeting perfect attendance goals.	Snacks or incentives for students	211-11-6499-04E-190-30-510-000000-24F10	\$1,500.00
4	4	1	1	Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.	Supplies and materials for parental involvement	211-61-6399-04L-190-30-510-000000-24F10	\$724.00
4	4	1	2	Printer ink to create flyers and posters to engage families	Supplies and materials for parental involvement	211-61-6399-04L-190-30-510-000000-24F10	\$150.65
4	4	1	2	Extra duty pay for family engagement events for professional and support personnel.	Extra duty for family engagement activities after hours	211-61-6116-04L-190-30-510-000000-24F10	\$1,500.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3	Purchase snacks & refreshments for family engagement events.	Snacks for parents to promote participation	211-61-6499-04L-190-30-510-000000-24F10	\$1,500.00
<b>Sub-Total</b>							\$31,874.65
<b>Budgeted Fund Source Amount</b>							\$31,874.65
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Purchase resources and materials needed for students to master state standards.	Supplies and materials for instructional use	199-11-6399-001-190-24-313-000000-	\$2,550.00
<b>Sub-Total</b>							\$2,550.00
<b>Budgeted Fund Source Amount</b>							\$2,550.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.	Supplies and materials for parental involvement	211-61-6399-04L-190-30-510-000000-24F10	\$776.00
<b>Sub-Total</b>							\$776.00
<b>Budgeted Fund Source Amount</b>							\$776.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Resources and materials for students to master and exceed state standards.	GENERAL SUPPLIES		\$648.00
<b>Sub-Total</b>							\$648.00
<b>Budgeted Fund Source Amount</b>							\$648.00

Gifted & Talented (199 PIC 21)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SPED (199 PIC 23)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	2	1	2	Materials, devices, and/or social & emotional tools and resources.	GENERAL SUPPLIES		\$3,112.00	
							<b>Sub-Total</b>	\$3,112.00
							<b>Budgeted Fund Source Amount</b>	\$3,112.00
							<b>+/- Difference</b>	\$0.00
							<b>Grand Total Budgeted</b>	\$38,960.65
							<b>Grand Total Spent</b>	\$38,960.65
							<b>+/- Difference</b>	\$0.00