

Fort Worth Independent School District
058 Stripling Middle School
2023-2024 Improvement Plan



Mission Statement

Create a positive, equitable, and inclusive environment where students can be compassionate and courageous as they engage in academic, social, and creative discourse.

Vision

Developing lifelong learners and engaged members of their communities who continually grow in confidence, curiosity, and capability.

Value Statement

We believe the school experience should be for ALL students regardless of background, beliefs, or abilities.

We believe with a safe, comfortable, and nurturing environment students and teachers will thrive.

We believe students learn in an environment of high expectations and support.

We believe a strong parent, teacher and student community supports student achievement.

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Comprehensive Needs Assessment

Revised/Approved: April 14, 2023

Demographics

Demographics Summary

Stripling Middle School is a comprehensive 6-8 grade Title 1 campus in FWISD. We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, Burton Hill, North Hi Mount, and South Hi Mount. The campus has a diverse population of 17% African American, 58% Hispanic, 20% White, 1% Asian, 1% Native American, and 3% identifying as two or more races. The campus attributes this achievement to a strong partnership with parents and a focus on high - quality education. Stripling Middle School's student groups include 25% Emergent Bilingual, 25% Gifted and Talented, and 11% Special Education. Additionally, 65% are economically disadvantaged.

Stripling has strong partnerships with the College of Education of TCU, UTA and TCC.

Demographics Strengths

Stripling Middle School has many strengths. Some of the most notable demographics strengths include: 1. Attendance rates are higher than district average. 2. Many families move into our area and request transfers to be able to attend our school. Our families value education and we have many supportive parents and students who are committed to success.

Stripling has strong partnerships with the College of Education of TCU, UTA and TCC.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates through the 4th 6 weeks of the 22-23 school year are at 92.5% which is higher than the 88.3% for for the 21-22 school year 4th 6 weeks. However this remains a decline from pre-Covid attendance rates. **Root Cause:** The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

Problem Statement 2 (Prioritized): As of the 5th 6 weeks 22-23 school year, 20% of students are chronically absent. **Root Cause:** The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

Student Learning

Student Learning Summary

On the STAAR test administered 2021-2022, 66% of students were scoring at the approaches level, 32% at the meets level, and 11% at the masters level in Math. On the STAAR test administered in 2021-2022, 75% of students were scoring at the approaches level, 52% at the meets level, and 29% at the masters level in Reading. According to the data from EOY Map Growth 54% of the students met projected growth in Reading, and 60% met projected growth in Math. Stripling offered double block classes for ELA and Math in 6th and 7th grade for students who were underperforming.

Campus SST (Student Support Team) met biweekly to discuss individual student interventions.

Stripling was a B rated campus in 21-22.

Student Learning Strengths

More than half of the teachers at Stripling hold a current ESL certification.

Stripling was a B rated campus in 21-22.

Stripling received 4 out of 5 stars on the FWISD School Performance Framework.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 22-23 Math interim assessment 30% of all students are projected to meet standard, and 13% of Emergent Bilingual students are projected to meet standard. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 2 (Prioritized): 22-23 RLA interim assessment 50% of all students are projected to meet standard, and 38% of Emergent Bilingual students are projected to meet standard. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 3 (Prioritized): On 22-23 Math MAP MOY 34% of all students met growth. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 4 (Prioritized): On 22-23 ELA MAP MOY 37% of all students met growth. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

School Processes & Programs

School Processes & Programs Summary

Stripling's new teachers are assigned mentors, attend the district's new teacher academy, and have small peer groupings supported by administration and the Instructional Coach. Grade level and content-area teams have strong, supported teacher leaders. Teachers are placed in teaching assignments that best utilize their personal strengths to maximize student learning. Campus instructional leaders are members of the campus leadership team which meets on an ongoing basis to discuss highest leverage actions and plans. Core content teacher leaders meet individually with campus administration to discuss PLC plans, outcomes, and to receive coaching on how to lead their department. Areas considered when developing improvement plans are discipline referrals, attendance rates, failure rates, data points from multiple sources such as: SIS (Focus), STAAR, district benchmarks, TELPAS, and MAP growth indicators. All campus stakeholders are kept abreast of the state of school through outlets such as: SMOREs, SBDM, PTA, Leadership Team, PLC meetings, and a student advisory group. Using these metrics professional development areas can be identified to support strong Tier 1 instruction and plan appropriate Tier 2 and Tier 3 interventions. Campus mission, vision, and values were developed (and are revisited yearly) during teacher/faculty meetings. High expectations are promoted through Academic Pep Rallies (every six weeks), and Motto using 6-character words. All students have the opportunity to request specific courses of interest and participate in extra-curricular activities as appropriate. Data is utilized to plan improvement of indicated areas. A College and Career Readiness coach is assigned to and offices at the campus. On-going activities in areas of types of colleges, tuition/fees associated with college, how to apply for loans/grants/scholarships are conducted by the CCR coach. Students will also explore careers as part one of the CTE elective courses. High school programs of choice information is provided to 8th grade students and parents by the counseling staff. Teaching staff utilizes district created Curriculum Frameworks that has been aligned to the TEKS of each course. A district wide scope and sequence is utilized to maintain pacing. 6th grade parents are invited to Stripling 101 which is information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students.

School Processes & Programs Strengths

Relatively small campus with low staff turnover, established academic focus for students, clear expectations of content to be taught through curriculum frameworks, dedicated/protected PLC(Professional Learning Community) time, established leadership team with teacher leaders, and involved PTA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not consistently identified for increase supports and interventions for academic and behavior needs. **Root Cause:** Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

Problem Statement 2 (Prioritized): 22-23 School year through the 4th 6 weeks, males accounted for the majority of students with duplicated or unduplicated referrals which is almost double the females. **Root Cause:** Campus has not provided sufficient professional learning and implementation on conflict resolution or de-escalation techniques.

Perceptions

Perceptions Summary

New teachers at Stripling Middle School are assigned mentors, attend the district new teacher academy, and have scheduled meetings supported by administration and the Instructional Coach. Communication devices used for all campus stakeholders are SMOREs(What's the Buzz newsletter), Social Media(Facebook, Twitter, Instagram), campus website and blackboard emails and callouts. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students. WEB leaders continue to be a group of student leaders throughout the remainder of the year as well. Throughout the year, the campus hosts several family and community events, such as Clash of Camp Bowie, Family Fun Night, and Curbside Coffee.

Perceptions Strengths

Stripling has a relatively low staff turnover.

Families from across the metroplex seek out transfers to attend Stripling.

Strong Parent and Community Partnerships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior, **Root Cause:** Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

Problem Statement 2 (Prioritized): Opportunities for 6th graders to be involved in extracurricular activities is less than 7th and 8th grade peers. **Root Cause:** Campus has limited opportunities available for 6th graders to engage outside of the traditional academics.

Priority Problem Statements

Problem Statement 1: 22-23 Math interim assessment 30% of all students are projected to meet standard, and 13% of Emergent Bilingual students are projected to meet standard.

Root Cause 1: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 22-23 RLA interim assessment 50% of all students are projected to meet standard, and 38% of Emergent Bilingual students are projected to meet standard.

Root Cause 2: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On 22-23 Math MAP MOY 34% of all students met growth.

Root Cause 3: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On 22-23 ELA MAP MOY 37% of all students met growth.

Root Cause 4: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are not consistently identified for increase supports and interventions for academic and behavior needs.

Root Cause 5: Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 22-23 School year through the 4th 6 weeks, males accounted for the majority of students with duplicated or unduplicated referrals which is almost double the females.

Root Cause 6: Campus has not provided sufficient professional learning and implementation on conflict resolution or de-escalation techniques.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior,

Root Cause 7: Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: As of the 5th 6 weeks 22-23 school year, 20% of students are chronically absent.

Root Cause 8: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Attendance rates through the 4th 6 weeks of the 22-23 school year are at 92.5% which is higher than the 88.3% for for the 21-22 school year 4th 6 weeks. However this remains a decline from pre-Covid attendance rates.

Root Cause 9: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Opportunities for 6th graders to be involved in extracurricular activities is less then 7th and 8th grade peers.

Root Cause 10: Campus has limited opportunities available for 6th graders to engage outside of the traditional academics.

Problem Statement 10 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

District Goals

Revised/Approved: September 8, 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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 45% to 60% by May 2024.

Increase the percentage of Special Ed students who meet or exceed projected growth on MAP Growth Reading from 30% to 40% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase Library Books Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: September and January Funding Sources: Library Books - Title I (211) - 211-12-6329-04N-058-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Plan and provide substitutes for departments to analyze student performance data, develop action plans, and create instructional planning calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: administration, department chair Date(s) / Timeframe: 2x - once in the fall and once in the spring Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Instructional rounds will be completed by teachers to identify successes and gaps in the implementation of instructional strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach Date(s) / Timeframe: Ongoing Delivery Method: In Person Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Incorporate intervention time during the day - HIVE Intended Audience: All students Provider / Presenter / Person Responsible: admin, instructional coach Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 22-23 RLA interim assessment 50% of all students are projected to meet standard, and 38% of Emergent Bilingual students are projected to meet standard. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.
Problem Statement 4: On 22-23 ELA MAP MOY 37% of all students met growth. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

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: Maintain the percentage of students who score at meets or above in English 1 from 100% to 100% by May 2024.
Maintain the percentage of Economically Disadvantaged students who score at meets or above in English 1 from 100% to 100% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: administration, department chair Date(s) / Timeframe: ongoing Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Incorporate embedded intervention period during the day - HIVE Intended Audience: All students Provider / Presenter / Person Responsible: admin, instructional coach Date(s) / Timeframe: ongoing Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase supplies to support Tier 1 instruction Intended Audience: GT students Provider / Presenter / Person Responsible: teachers	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: ongoing Funding Sources: supplies - Gifted & Talented (199 PIC 21) - - \$1,000					
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 22-23 RLA interim assessment 50% of all students are projected to meet standard, and 38% of Emergent Bilingual students are projected to meet standard. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.</p> <p>Problem Statement 4: On 22-23 ELA MAP MOY 37% of all students met growth. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.</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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 44% to 54% by May 2024.

Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Mathematics from 36% to 50% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: ongoing Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Plan and provide substitutes for departments to analyze student performance data, develop action plans, and create instructional planning calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: 2x - once in the fall and once in spring Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Incorporate embedded intervention period in the day - HIVE Intended Audience: All students Provider / Presenter / Person Responsible: admin, instructional coach Date(s) / Timeframe: ongoing Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 22-23 Math interim assessment 30% of all students are projected to meet standard, and 13% of Emergent Bilingual students are projected to meet standard. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.</p> <p>Problem Statement 3: On 22-23 Math MAP MOY 34% of all students met growth. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.</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 students who score at MEETS or above in Algebra 1 from 70% to 80% by May 2024.
Increase the percentage of Emergent Bilingual students who score at MEETS or above in Algebra 1 from 53% to 60% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Use embedded PLC time to further build teacher capacity around rigorous student engagement by analyzing standards, planning, practicing delivery, and analyzing student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase supplies to support Tier 1 instruction Intended Audience: GT students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: ongoing Funding Sources: Supplies - Gifted & Talented (199 PIC 21) - - \$1,104	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 22-23 Math interim assessment 30% of all students are projected to meet standard, and 13% of Emergent Bilingual students are projected to meet standard. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

Problem Statement 3: On 22-23 Math MAP MOY 34% of all students met growth. **Root Cause:** Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.

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 6-8 grade students scoring at MEETS or above on STAAR Reading from 51% to 58% by May 2024.

Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 47% to 53% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- Results Driven Accountability

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Plan and provide substitutes for departments to analyze student performance data, develop action plans, and create instructional planning calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: October and February Delivery Method: In Person Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-24F10 - \$1,800		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Campus based professionals attend professional conferences to enhance best practices including Texas ASCD, Lead4ward and Making Middle School Matter, TASSP, TCEA. Intended Audience: Teachers, administration, counselors, librarian Provider / Presenter / Person Responsible: Administration Each conference will have 5 or 6 campus professionals attend. Date(s) / Timeframe: TX ASCD - Oct 29-31 San Antonio, TX Lead4ward -Nov. 29-30 Bastrop, TX Making Middle School Matter (TASSP) -March Austin, TX TCEA -Feb. 3-7 Austin, TX Delivery Method: Learned items will be redelivered to staff Funding Sources: Travel - Title I (211) - 211-12-6411-04N-058-30-510-000000-24F10 - \$1,200, Travel - Title I (211) - 211-13-6411-04N-058-30-510-000000-24F10 - \$9,000, Travel - Title I (211) - 211-23-6411-04N-058-30-510-000000-24F10 - \$4,500, Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-24F10 - \$4,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional rounds will be completed by teachers to identify successes and gaps in the implementation of instructional strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach Date(s) / Timeframe: Ongoing	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide tutorials outside of the school day to students who need additional interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Funding Sources: Extra Duty - Title I (211) - 211-11-6116-04N-058-30-510-000000-24F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Purchase supplies to support tier 1 classroom instruction. Intended Audience: Students Provider / Presenter / Person Responsible: Department chairs Date(s) / Timeframe: Ongoing Funding Sources: Supplies - Title I (211) - 211-11-6399-04N-058-30-510-000000-24F10 - \$4,132.79, supplies - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$3,000, supplies - CTE (199 PIC 22) - - \$1,944, supplies - SPED (199 PIC 23) - - \$3,205	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Deliver professional development centered around campus-wide instructional strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department chairs, Instructional Coach Date(s) / Timeframe: Ongoing Delivery Method: In Person Funding Sources: Supplies - Title I (211) - 211-13-6399-04N-058-30-510-000000-24F10 - \$400, Professional Books - Title I (211) - 211-13-6329-04N-058-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Professional Development including Sheltered Instruction and ELPS (English Language Proficiency Standards). Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, LPAC, Instructional Coach Date(s) / Timeframe: Ongoing Delivery Method: In Person Funding Sources: Supplies - Title I (211) - 211-13-6399-04N-058-30-510-000000-24F10 - \$400, books - Title I (211) - 211-13-6329-04N-058-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Incorporate embedded intervention period - HIVE Intended Audience: all students Provider / Presenter / Person Responsible: admin, instructional coach	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: ongoing Delivery Method: In Person				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 22-23 RLA interim assessment 50% of all students are projected to meet standard, and 38% of Emergent Bilingual students are projected to meet standard. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.
Problem Statement 4: On 22-23 ELA MAP MOY 37% of all students met growth. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.
School Processes & Programs
Problem Statement 1: Students are not consistently identified for increase supports and interventions for academic and behavior needs. Root Cause: Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

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 6-8 grade students scoring at MEETS or above on STAAR Math from 33% to 38% by May 2024.





Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 22% to 28% by May 2024.

Strategy 1: Improve the quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

- Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- Results Driven Accountability
- Problem Statements: Student Learning 1, 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Plan and provide substitutes for departments to analyze student performance data, develop action plans, and create instructional planning calendars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department Chair Date(s) / Timeframe: 2x - once in fall and once in spring Delivery Method: In Person Funding Sources: Substitutes - Title I (211) - 211-11-6112-OPD-058-30-510-000000-24F10 - \$2,200				

Action Step 2 Details	Reviews			
Action Step 2: Campus based professionals attend professional conferences to enhance best practices including Texas ASCD, Lead4ward and Making Middle School Matter, TASSP, TCEA, Solution Tree (RTI/MTSS). Intended Audience: Teachers, administration Provider / Presenter / Person Responsible: Administration Each conference will have 5 campus professionals attend. Date(s) / Timeframe: TX ASCD - Oct 29-31 San Antonio, TX Lead4ward -Nov. 29-30 TX Making Middle School Matter (TASSP) -March Austin, TX TCEA -Feb. 3-7 Austin, TX Solution Tree - RTI/MTSS Delivery Method: Redeliver learned content to staff Funding Sources: Travel - Title I (211) - 211-13-6411-04N-058-30-510-000000-24F10 - \$9,300, Travel - Title I (211) - 211-23-6411-04N-058-30-510-000000-24F10 - \$4,500, Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-24F10 - \$3,200	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional rounds will be completed by teachers to identify successes and gaps in the implementation of instructional strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach Date(s) / Timeframe: Ongoing	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide tutorials outside of the school day to students who need additional interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Administration, Department chairs Date(s) / Timeframe: ongoing Funding Sources: Extra Duty - Title I (211) - 211-11-6116-04N-058-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Purchase supplies to support tier 1 classroom instruction. Intended Audience: Students Provider / Presenter / Person Responsible: Department chairs Date(s) / Timeframe: Ongoing Funding Sources: Supplies - Title I (211) - 211-11-6399-04N-058-30-510-000000-24F10 - \$3,500, supplies - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$2,882, supplies - CTE (199 PIC 22) - - \$2,000, supplies - SPED (199 PIC 23) - - \$2,300	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Deliver professional development centered around campus-wide instructional strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Department chairs, Instructional Coach Date(s) / Timeframe: Ongoing Delivery Method: In Person Funding Sources: Supplies - Title I (211) - 211-13-6399-04N-058-30-510-000000-24F10 - \$400, Professional Books - Title I (211) - 211-13-6329-04N-058-30-510-000000-24F10 - \$600	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 22-23 Math interim assessment 30% of all students are projected to meet standard, and 13% of Emergent Bilingual students are projected to meet standard. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.
Problem Statement 4: On 22-23 ELA MAP MOY 37% of all students met growth. Root Cause: Campus had not prioritized the alignment of standards and resources with highly engaging tier 1 strategies with checks for understanding or consistently planned data analysis with follow up to address targeted instructional needs.
School Processes & Programs
Problem Statement 1: Students are not consistently identified for increase supports and interventions for academic and behavior needs. Root Cause: Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

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 18% to 10% by May 2024.

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.

Title I:





2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for follow-up. Intended Audience: Students/Teachers Provider / Presenter / Person Responsible: SST/ Administration Date(s) / Timeframe: bi weekly	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Schedule and monitor attendance recovery opportunities for students who fall below 90% Intended Audience: Teachers/ Students Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Every 3 weeks	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Team Leaders Date(s) / Timeframe: After each 6 weeks marking period - 5 total for the year Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-24F10 - \$9,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Schedule and convene Attendance Committee meetings the week following each marking period to identify students below the 90% attendance threshold. Intended Audience: Teachers/ Students Provider / Presenter / Person Responsible: Administration, Attendance Committee Date(s) / Timeframe: End of each 6 weeks	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rates through the 4th 6 weeks of the 22-23 school year are at 92.5% which is higher than the 88.3% for for the 21-22 school year 4th 6 weeks. However this remains a decline from pre-Covid attendance rates. Root Cause: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.
Problem Statement 2: As of the 5th 6 weeks 22-23 school year, 20% of students are chronically absent. Root Cause: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.
School Processes & Programs
Problem Statement 1: Students are not consistently identified for increase supports and interventions for academic and behavior needs. Root Cause: Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.
Perceptions
Problem Statement 1: Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior, Root Cause: Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

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 797 to 400 by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic students from 394 to 150 by May 2024.

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.





Title I:

2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Counselor attend professional conferences to enhance best practices including Texas ASCD, AMLE, or Making Middle School Matter TASSP Intended Audience: Counselor Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: TX ASCD - Oct 29-31 San Antonio, TX AMLE - Nov. 1-4 National Harbor, MD Making Middle School Matter (TASSP) -March Austin, TX Delivery Method: Redeliver content learned to staff Funding Sources: travel - Title I (211) - 211-31-6411-04N-058-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Team Leaders Date(s) / Timeframe: After each 6 weeks marking period - 5 total for the year	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance rates through the 4th 6 weeks of the 22-23 school year are at 92.5% which is higher than the 88.3% for for the 21-22 school year 4th 6 weeks. However this remains a decline from pre-Covid attendance rates. **Root Cause:** The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

Problem Statement 2: As of the 5th 6 weeks 22-23 school year, 20% of students are chronically absent. **Root Cause:** The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

School Processes & Programs

Problem Statement 1: Students are not consistently identified for increase supports and interventions for academic and behavior needs. **Root Cause:** Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

Problem Statement 2: 22-23 School year through the 4th 6 weeks, males accounted for the majority of students with duplicated or unduplicated referrals which is almost double the females. **Root Cause:** Campus has not provided sufficient professional learning and implementation on conflict resolution or de-escalation techniques.

Perceptions

Problem Statement 1: Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior, **Root Cause:** Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

Problem Statement 2: Opportunities for 6th graders to be involved in extracurricular activities is less then 7th and 8th grade peers. **Root Cause:** Campus has limited opportunities available for 6th graders to engage outside of the traditional academics.

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 in and out-of-school suspensions for African American students from 29% to 19% by May 2024.

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.

Title I:
2.4, 2.5, 2.6, 4.2

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

Action Step 1 Details	Reviews			
Action Step 1: Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for follow-up. Intended Audience: Teachers/Students Provider / Presenter / Person Responsible: SST Date(s) / Timeframe: bi weekly	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Team Leaders Date(s) / Timeframe: After each 6 weeks marking period - 5 total for the year	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance rates through the 4th 6 weeks of the 22-23 school year are at 92.5% which is higher than the 88.3% for for the 21-22 school year 4th 6 weeks. However this remains a decline from pre-Covid attendance rates. Root Cause: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.
Problem Statement 2: As of the 5th 6 weeks 22-23 school year, 20% of students are chronically absent. Root Cause: The campus did not have a school wide system to progress monitor, track, motivate and celebrate students with individualized support plans.

School Processes & Programs

Problem Statement 1: Students are not consistently identified for increase supports and interventions for academic and behavior needs. **Root Cause:** Campus has not prioritized how to plan, develop and execute interventions and document the evidence of instructional and behavioral needs.

Problem Statement 2: 22-23 School year through the 4th 6 weeks, males accounted for the majority of students with duplicated or unduplicated referrals which is almost double the females. **Root Cause:** Campus has not provided sufficient professional learning and implementation on conflict resolution or de-escalation techniques.

Perceptions

Problem Statement 1: Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior, **Root Cause:** Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

Problem Statement 2: Opportunities for 6th graders to be involved in extracurricular activities is less then 7th and 8th grade peers. **Root Cause:** Campus has limited opportunities available for 6th graders to engage outside of the traditional academics.

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 6 by May 2024.

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.





Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

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

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Convene cadre to identify at least 6 family engagement events to support and promote this year. Intended Audience: Teachers and SMS Families Provider / Presenter / Person Responsible: Administration, Cadre Date(s) / Timeframe: Initial meeting August Ongoing activities throughout the year Funding Sources: supplies for events - Parent Engagement - 211-61-6399-04L-058-30-510-000000-24F10 - \$536, drinks and snacks - Parent Engagement - 211-61-6499-04L-058-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop a communication and promotion plan for targeted activities and events for the school year. Intended Audience: SMS Families and community Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Delivery Method: Smore, mailouts, emails Funding Sources: stamps for mail outs - Parent Engagement - 211-61-6399-04L-058-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Disconnect and disengagement of students throughout the year affecting attendance, academics, and behavior, **Root Cause:** Campus has not provided, promoted or recruited students to continuously connect, engage, and contribute to overall campus life throughout the year.

Problem Statement 2: Opportunities for 6th graders to be involved in extracurricular activities is less than 7th and 8th grade peers. **Root Cause:** Campus has limited opportunities available for 6th graders to engage outside of the traditional academics.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Library Books	Reading materials for library use	211-12-6329-04N-058-30-510-000000-24F10	\$6,000.00
1	1	1	4	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$800.00
3	1	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$1,800.00
3	1	1	2	Travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-058-30-510-000000-24F10	\$4,500.00
3	1	1	2	Travel	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-058-30-510-000000-24F10	\$9,000.00
3	1	1	2	Travel	Travel for Librarian (PD)	211-12-6411-04N-058-30-510-000000-24F10	\$1,200.00
3	1	1	2	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$4,500.00
3	1	1	4	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-058-30-510-000000-24F10	\$4,000.00
3	1	1	5	Supplies	Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-24F10	\$4,132.79
3	1	1	6	Professional Books	Reading materials for professional development	211-13-6329-04N-058-30-510-000000-24F10	\$1,000.00
3	1	1	6	Supplies	Supplies and materials for professional development	211-13-6399-04N-058-30-510-000000-24F10	\$400.00
3	1	1	7	Supplies	Supplies and materials for professional development	211-13-6399-04N-058-30-510-000000-24F10	\$400.00
3	1	1	7	books	Reading materials for professional development	211-13-6329-04N-058-30-510-000000-24F10	\$1,000.00
3	2	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$2,200.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-058-30-510-000000-24F10	\$4,500.00
3	2	1	2	Travel	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-058-30-510-000000-24F10	\$9,300.00
3	2	1	2	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$3,200.00
3	2	1	4	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-058-30-510-000000-24F10	\$2,500.00
3	2	1	5	Supplies	Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-24F10	\$3,500.00
3	2	1	6	Professional Books	Reading materials for professional development	211-13-6329-04N-058-30-510-000000-24F10	\$600.00
3	2	1	6	Supplies	Supplies and materials for professional development	211-13-6399-04N-058-30-510-000000-24F10	\$400.00
4	1	1	3	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-24F10	\$9,000.00
4	2	1	1	travel	Travel for Counselor (PD)	211-31-6411-04N-058-30-510-000000-24F10	\$2,000.00
Sub-Total							\$75,932.79
Budgeted Fund Source Amount							\$75,932.79
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	supplies	Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$3,000.00
3	2	1	5	supplies	Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$2,882.00
Sub-Total							\$5,882.00
Budgeted Fund Source Amount							\$5,882.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference \$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	drinks and snacks	Snacks for Parents to promote participation	211-61-6499-04L-058-30-510-000000-24F10	\$500.00
4	4	1	1	supplies for events	Supplies and materials for parental involvement	211-61-6399-04L-058-30-510-000000-24F10	\$536.00
4	4	1	2	stamps for mail outs	Supplies and materials for parental involvement	211-61-6399-04L-058-30-510-000000-24F10	\$1,000.00
Sub-Total							\$2,036.00
Budgeted Fund Source Amount							\$2,036.00
							+/- Difference \$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	supplies	GENERAL SUPPLIES		\$1,000.00
2	2	1	2	Supplies	GENERAL SUPPLIES		\$1,104.00
Sub-Total							\$2,104.00
Budgeted Fund Source Amount							\$2,104.00
							+/- Difference \$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	supplies	GENERAL SUPPLIES		\$1,944.00
3	2	1	5	supplies	GENERAL SUPPLIES		\$2,000.00
Sub-Total							\$3,944.00
Budgeted Fund Source Amount							\$3,944.00

CTE (199 PIC 22)							
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
3	1	1	5	supplies	GENERAL SUPPLIES		\$3,205.00
3	2	1	5	supplies	GENERAL SUPPLIES		\$2,300.00
Sub-Total							\$5,505.00
Budgeted Fund Source Amount							\$5,505.00
+/- Difference							\$0.00
Grand Total Budgeted							\$95,403.79
Grand Total Spent							\$95,403.79
+/- Difference							\$0.00