

**Houston Independent School District**  
**041 Attucks Middle School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Attucks Middle School is located in the Sunnyside community of Houston. Sunnyside is a historic neighborhood with a little known, but rich history. Currently, Sunnyside is considered a low-income area due to the median income being around \$28,000/year against an almost \$65,000/year national average. We are a Title I campus with more than 97% of our students being identified as economically disadvantaged and 13% identified as homeless. We service students from three local group homes and a homeless shelter. Sunnyside is considered a high-crime area which impacts the SEL needs of Attucks Middle School students. Many students have been the victim of a violent crime themselves or closely related family members. We have a significant population of students who have incarcerated parents, deceased parents and students being raised by relatives other than their parents due to drugs and other act of non-participation. There is a substantial need for improvements in healthcare for both physical and mental health wellness which creates a higher need for counseling and other non-academic support services on the campus. The neighborhood is showing the beginning stages of gentrification as evidenced by the building of new residential homes at a much higher price-point than the existing real estate. There is an increase in small businesses entering the area.

Our school demographics are shifting. Our school ethnic make-up is currently 69% African American, 26% percent Hispanic, 1% White, 1% Multi-Racial, and less than 1% Asian. We have seen a steady rise in our Hispanic population, which has increased each year for the past 3 years. We have also seen an increase in students receiving support as ELL students, currently at 17%. Our special education population is currently at 24% and continues to increase slightly each year. We have 2 SLL classes and one BSC classroom. Due to the higher than average population of special education students, we continue to focus on developing our teacher's level of competency on how to support students with learning challenges. Last year, we focused on developing the content knowledge of our co-teachers as well as creating a highly collaborative relationship between the Tier 1 teacher and the co-teacher. This year we are focusing our attention on effective creation, implementation and evaluation of accommodations and supplemental aids. We are 2% GT identified and are actively seeking additional ways to increase the number of students being tested for GT identification.

We are also home to a school within a school with 36% of students enrolled in the STEAM program where they have the opportunity to earn up to 7 high school credits. This program is what makes the opportunities offered to students at Attucks Middle School comparable to any HISD magnet, charter school or out of district charter school and is slated for magnet designation in the 2023-2024 school year. This year we will be aggressively recruiting students within and outside of our feeder pattern to increase enrollment in the program.

### Demographics Strengths

Our demographic strength is found in our STEAM program. The students that are currently enrolled are our neighborhood students that are achieving at high levels and will be prepared to change the trajectory of Sunnyside. The opportunity is available to all students and has yielded well-prepared individuals who go on to successfully complete the rigors of some of the district's most competitive high schools. Last year we had a significant number students in our Leaders academy perform much higher than in previous years, meaning that more students are moving into the next grade level better prepared. Our teaching staff is also a strength, with most teachers having two or more years of experience in their current content and grade level.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** GT identification at Attucks Middle School is low. With only 2% of the population with the GT label, students can lose the opportunity to attend some of the more competitive high schools. Low GT identification also impacts the school budget due to the additional funding opportunities created through the enrollment of more GT-labeled

students. **Root Cause:** Many students are identified as GT in elementary school. Parents and teachers must take the initiative to get the student recommended for GT testing. This requires some actions including consent for children to test, completed inventories and other procedural requirements that for some reason are not being completed. Also, concerns about student behavior and biases may be present.

# Student Learning

## Student Learning Summary

Review of 2021 STAAR data, suggests that there is a need for improvement across all content areas at Attucks Middle School. We failed to earn a passing rating in Domain 1, but were able to earn a "met standard" rating according to TEA. In Domain 1: Student Achievement we failed to meet the minimum standard of 70 by 3 points. Overall, 62% of students tested reached the approaches level in academic achievement, 32% of students tested reached the meets level of academic achievement, and 14% of students tested reached the masters level of academic achievement. In math, 63% of students performed at the approaches level, 37% at the meets level, and 23% at the masters level. In reading, 66% of students performed at the approaches level, 31% at the meets level, and 14% at the masters level. In science, 57% of students performed at the approaches level, 23% at the meets level, and 2% at the masters level. In social studies, 62% of students performed at the approaches level, 15% at the meets level and 9% at the masters level. In Domain 2: academic growth (Part A) we earned a score of 85. In Domain 2: Relative Performance we earned a 79, resulting in a B rating for Domain 2. In Domain 3: Closing the gaps we earned a score of 83, giving us a B rating in this domain. Five of seven distinctions were earned.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Ensuring that all elements of the instructional framework are sequenced to support student mastery and making adjustments to lessons based on collected data. Specifically, using exemplars to lead instruction, check for understanding and aggressively monitor student work to collect data and make instructional decisions in the moment.

**Root Cause:** Lack of professional development provided on effective exemplar development and intentional monitoring strategies for data collection throughout the lesson.

# School Processes & Programs

## School Processes & Programs Summary

Attucks Middle school is using the campus SDMC to collect input of various stakeholders to make campus decisions. We have taken advantage of several district initiatives to include: Opportunity Culture to leverage the most effective teachers to increase impact, Carnegie and Amplify to ensure exposure to Tier 1 instructional materials, and Possip as a means to get feedback from the community to make sure we are meeting the needs of the community we serve. We are using social media as well as our current staff to recruit experienced and effective teachers to Attucks Middle School. We continue to grow our staff capacity by implementing the Attucks Way instructional guide as well as providing access to training opportunities and varying job responsibilities as a means of continued growth. We are also increasing our visibility on social media to share the great things happening at Attucks with families and also recruit students into the STEM program. We now have CAMS news which is recorded and broadcasted by students through the journalism department, From the Principal's Desk Newsletter and an updated school website. During the 2021-2002 school year we inducted our first group of students into the NJHS. The PTO is actively involved in campus culture and community outreach opportunities.

## School Processes & Programs Strengths

As a direct result of the "Attucks Way" protocol, teachers feel more confident, supported and empowered to make more informed instructional decisions and are more committed to remaining at Attucks Middle School. Teachers and staff are also highly invested in the development of the whole child as evidenced by the number of teacher led incentives to acknowledge students for various accomplishments including attendance, attitude and academics. More teachers are sponsoring after school clubs and being proactive about submitting SAFs for students they recognize may need additional support. Student culture is improving as by a significant increase in student achievement performance in Domain 1, the number of students involved in after school enrichment and intervention opportunities, and the number of students involved in sports.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Recruitment of high-performing students from feeder pattern schools. **Root Cause:** Lack of intentional and effective recruiting efforts that showcase the wide array of offerings available at Attucks Middle School's STEM and Leaders Academies.

# Perceptions

## Perceptions Summary

Attucks Middle School is a campus with a lot of pride. If you are on the campus for any length of time you will either see or hear about the "Pride of Sunnyside". We are a small but caring campus that focuses on supporting the whole child. We are also focused on supporting our families through several non-academic supports including but not limited to those supports provided through the extensive use of our CIS and wraparound programs. We operate using five commitments that ensure that students remain at the forefront of our minds when we are making decisions of how and what needs to be done to ensure that we are a successful campus.

The five commitments:

1. We commit to do what's best for kids.
2. We commit to being lifelong learners.
3. We commit to working as a team.
4. We commit to putting safety above all
5. We commit to operating in excellence

Staff are provided a survey at the end of each semester to provide feedback on their perceptions of the campus overall, student culture, content administrator leadership and support, principal leadership and support and improvements they would like to see in general. This information is used to make sure adjust professional development opportunities, support strategies, and operational focus where appropriate.

Parents are able to share feedback via a survey conducted the FACE office, by attending meetings the principal and via phone and email.

For the 2022-2023 school year students will also have an opportunity to provide feedback about their perceptions about campus culture, instructional quality, and programming interest.

## Perceptions Strengths

The climate and culture of the campus have shifted tremendously over the past 4 years. The faculty and staff have genuinely bought into the "Pride of Sunnyside" mantra. The campus operates more like a family than individuals when working towards our goals. There are teachers who now have elected to have their scholars attend Attucks to take advantage of the various learning opportunities which says a lot about their confidence in the level of instruction they perceive as available to their children. Each year parents have become more involved in the performance of their students which can partially be attributed to the increased positive communication between the campus and parents. The old perception of Attucks being the "bad school", while still existing, is being combated with parents who are appreciating the educational opportunity being provided to their scholars..

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** The community has a negative perception of Attucks Middle School due to severe behavioral issues in the past and is hesitant to send their children to the school. **Root Cause:** A student died as a result of a fight off-campus three years ago. When presented by the media and community it was and still is reported as if the incident occurred on the campus resulting in the perception that the campus is not safe. Also, many in the community attended Attucks during a time when there was a lack of structure and accountability that many perceive still exists.

# Priority Problems of Practice



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


**Goal 1:** Reading scholars will meet or exceed the following performance expectations: 70% of all students meeting the Approaches level of performance, 40% of students performing at the Meets level of performance, and 20% of students performing at the Master's level of performance on the Spring 2023 STAAR assessment.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of teachers will use the PLC model to build capacity around effective Amplify lesson internalization, facilitation including utilizing best practices including the use of effective literacy routines that support increases in academic achievement in all content areas.


- Evaluation Data Sources:**
1. Amplify unit assessment data
  2. TEA Interim assessments
  3. Campus walkthroughs and observations


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Common planning/collaboration time, modeling/practice perfect sessions focused on effective implementation of high yield instructional strategies  2. Providing all teachers with ELA instructional binder with relevant resources including strategy and instructional best practice guides.  3. Frequent observations and focused/effective feedback geared towards continuous improvement in instructional practices and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of the Amplify curriculum, aligned intervention, efforts based on aggressive monitoring and accelerated instruction classes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kemi Moyede, Content Administrator  3. Angela Williams, Reading teacher specialist  4. District CIC  5. Classroom teachers</p> <p><b>Action Steps:</b> 1. Include common planning time for Tier 1 and intervention teachers</p> <p>2. Create PLC PD calendar for the first semester with intentional focus on lesson internalization  3. Alignment of coaching supports (Tier 2 , MCL, and district CIC)</p> <p>4. Weekly instructional coaching and feedback form review by instructional coach and appraiser to align support.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  <b>Funding Sources:</b> Extra duty pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Measurable Objective 2:** 100% of teachers are required to attend PLCs to receive focused instructional support for all students in response to assessment data, with an intense focus on SPED and ELL students.


- Evaluation Data Sources:** 1. Amplify unit assessment data  
2. TEA Interim assessments  
3. Campus walkthroughs and observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Introduction, review, and modeling of high yield scaffolding strategies and opportunities by CIC, MCL and content administrator to support Amplify lesson internalization and facilitation.  2. Practice perfect at-bat sessions during PLCs with feedback with a continuous improvement focus.  3. Structured pull-outs for additional language acquisition support for EBs and intervention Fridays for sped students.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of the Amplify curriculum, aligned intervention efforts based on aggressive monitoring, and accelerated instruction classes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kemi Moyede, Content Administrator  3. Angela Williams, Reading teacher specialist  4. District CIC  5. Classroom teachers</p> <p><b>Action Steps:</b> 1. Monitor and support lesson internalization efforts  2. Alignment of high yield instructional strategies with identified areas of concern  3. At-bat sessions for content leaders with the instructional leadership team  4. Submission and review of PLC agendas to ensure alignment with campus instructional goals.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				


 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue


**Measurable Objective 3:** 100% of all Tier 2 and 3 students to attend reading intervention classes for a minimum of 120 minutes per week with a certified teacher.

- Evaluation Data Sources:**
1. Amplify unit assessment data
  2. TEA Interim assessments
  3. Renaissance BOY, MOY data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Increase the time on task by redesigning the school instructional schedule to remediate or accelerate instruction, to bridge content gaps and skills deficits, and extend learning. For intervention purposes, time is dedicated to skill deficit development.</p> <p>2. Implementation, with fidelity, district-provided reading intervention programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of students requiring Tier 2 and Tier 3 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kemi Moyede, Content Administrator  3. Angela Williams, Reading teacher specialist /MCL  4. Yolanda Williams, IAT, ALC  5. Classroom teachers</p> <p><b>Action Steps:</b> 1. 100% completion of the administration of Renaissance 360 testing for student tiering</p> <p>2. Frequent training for intervention teachers around best practices for identifying and addressing student deficiencies.</p> <p>3. Bi-weekly review of progress monitoring data for Tier 2 and 3 students using various district provided online educational support systems (i.e. imagine learning, Apex)</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra duty pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.




**Goal 1:** Math Scholars will meet or exceed the following performance expectations: 70% of all students meeting the Approaches level of performance, 40% of students performing at the Meets level of performance, and 20% of students performing at the Master's level of performance on the Spring 2023 STAAR assessment.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of teachers will use the PLC model to build capacity around effective Carnegie lesson internalization, facilitation including utilizing best practices including the use of effective literacy routines.

- Evaluation Data Sources:**
1. Carnegie module assessment data
  2. TEA Interim assessments
  3. Campus walkthroughs and observations


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Common planning/collaboration time, modeling/practice perfect sessions focused on effective implementation of high yield instructional strategies  2. Providing all teachers with math instructional binder with relevant resources including strategy and instructional best practice guides.  3. Frequent observations and focused/effective feedback geared towards continuous improvement in instructional practices and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of the Carnegie curriculum, aligned intervention, efforts based on aggressive monitoring and accelerated instruction classes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Jennell Minor, Content Administrator  3. District CIC  4. Classroom teachers</p> <p><b>Action Steps:</b> 1. Include common planning time for Tier 1 and intervention teachers</p> <p>2. Create PLC PD calendar for the first semester with intentional focus on lesson internalization  3. Alignment of coaching supports (Tier 2 and district CIC)</p> <p>4. Weekly instructional coaching and feedback form review by instructional coach and appraiser to align support.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  <b>Funding Sources:</b> Extra duty pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Measurable Objective 2:** 100% of teachers are required to attend PLCs to receive focused instructional support for all students in response to assessment data, with an intense focus on SPED and ELL students.

- Evaluation Data Sources:**
1. Carnegie module assessment data
  2. TEA Interim assessments
  3. Campus walkthroughs and observations







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Introduction, review, and modeling of high yield scaffolding strategies and opportunities by CIC, and content administrator to support Carnegie lesson internalization and facilitation.</p> <p>2. Practice perfect at-bat sessions during PLCs with feedback with a continuous improvement focus.</p> <p>3. Structured pull-outs for additional language acquisition support for EBs and intervention Fridays for sped students.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of the Carnegie curriculum, aligned intervention efforts based on aggressive monitoring, and accelerated instruction classes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Jennell Minor, Content Administrator 3. District CIC 4. Classroom teachers</p> <p><b>Action Steps:</b> 1. Monitor and support lesson internalization efforts 2. Alignment of high yield instructional strategies with identified areas of concern 3. At-bat sessions for content leaders with the instructional leadership team 4. Submission and review of PLC agendas to ensure alignment with campus instructional goals.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


**Measurable Objective 3:** 100% of all Tier 2 and 3 students to attend math intervention classes for a minimum of 120 minutes per week with a certified teacher.

- Evaluation Data Sources:**
1. Carnegie unit assessment data
  2. TEA Interim assessments
  3. Renaissance BOY, MOY data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Increase the time on task by redesigning the school instructional schedule to remediate or accelerate instruction, to bridge content gaps and skills deficits, and extend learning. For intervention purposes, time is dedicated to skill deficit development.</p> <p>2. Implementation, with fidelity, district-provided reading intervention programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of students requiring Tier 2 and Tier 3 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Jennell Minor, Content Administrator 3. Yolanda Williams, IAT ALC 4. Classroom teachers</p> <p><b>Action Steps:</b> 1. 100% completion of the administration of Renaissance 360 testing for student tiering</p> <p>2. Frequent training for intervention teachers around best practices for identifying and addressing student deficiencies.</p> <p>3. Bi-weekly review of progress monitoring data for Tier 2 and 3 students using various district provided online educational support systems (i.e. imagine learning, Apex)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra duty pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

**Goal 1:** On the 2023 reading STAAR assessment 25% or more of SPED students will perform at the Meets grade level standard or better.

**Strategic Priorities:**

Expanding Educational Opportunities




**Measurable Objective 1:** 100% of SPED students will attend reading intervention classes to address skill deficits.


**Evaluation Data Sources:** 1. Amplify assessments.


2. TEA Interim assessments


3. Campus walkthroughs and observations


4. Renaissance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Increase the time on task by redesigning the school instructional schedule to remediate or accelerate instruction to bridge content gaps and skills deficits or extend learning. For intervention purposes, time dedicated to skill deficit development.</p> <p>2. Implementation, with fidelity, district provided reading intervention programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student content mastery by SPED scholars.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Tanyell Johnson, Content Administrator 3. Cozette Griffin, SPED Chair 4. Angela Williams, MCL 5. Classroom teachers</p> <p><b>Action Steps:</b> 1. Redesign master schedule to ensure all students are in intervention and/or enrichment classes to receive support as needed. 2. Verify accurate scheduling of students to ensure they are scheduled by the level of support required by their IEP. 3. Review of data to ensure continued progress.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 2:** 100% of SPED students will receive all accommodations identified in their IEP with fidelity.

- Evaluation Data Sources:** 1. Amplify assessments.  
 2. TEA Interim assessments  
 3. Campus walkthroughs and observations  
 4. Renaissance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Training for teachers on how to use IEP documents to supports student's academic needs.</p> <p>2. Frequent and focused observations and feedback, specifically regarding the adherence of the IEPs of SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will consistently receive supports as required per their IEP.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal            2. Tanyell Johnson, Content Administrator            3 .Cozette Griffin, SPED Chair            4. Case managers            5. Classroom teachers</p> <p><b>Action Steps:</b> 1. Providing of accommodation required per IEP documents to teachers.</p> <p>2. Professional development of instructional staff on effective implementation of instructional strategies that support SPED students across all contents.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="1421 381 1575 911" style="text-align: center;">  <p>50%</p> </div> <div data-bbox="1575 381 1726 911"></div> <div data-bbox="1726 381 1877 911"></div> <div data-bbox="1877 381 2032 911"></div> </div>			




 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue


**Board Goal 5:** N/A - Additional Campus Goals


**Goal 1:** ATTENDANCE


**Measurable Objective 1:** Improve average daily attendance to 93%, which will represent a 4% increase.


**Evaluation Data Sources:** Daily Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily attendance report sent out after ADA time to ensure accuracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure accurate daily attendance, resulting in overall higher daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Freda Bibbs, SIR 3. Grade level administrators 4. Classroom teachers</p> <p><b>Action Steps:</b> 1. Daily attendance report sent to all grade level administrators. 2. Grade level administrators review attendance report for accuracy. 3. Send email to any teachers found to have submitted inaccurate attendance reports 4. Verify with SIR attendance corrections have been submitted.</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress






 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 2:** 100% of the leadership team and SIR will attend weekly attendance meetings.

**Evaluation Data Sources:** 1. Agenda and notes for weekly attendance meetings  
2. Attendance records






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly attendance meeting conducted by the SIR and student at the center team.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure accurate daily attendance, resulting in overall higher daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Freda Bibbs, SIR 3. Grade level administrators</p> <p><b>Action Steps:</b> 1. Hold weekly attendance meetings to identify students with 3 or more absences to determine plan of action. 2. Contact parent to communicate concern and support available. 3. Place student on an attendance contract.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** DISCIPLINE

**Measurable Objective 1:** 100% of students must be referred to non-academic support resources prior to suspension for non-violent offenses.


**Evaluation Data Sources:** Weekly review of year-to-date discipline data.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus admin team will refer students to campus/community-based support resources prior to suspension.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of student suspensions across all demographic groups by a minimum of 30%</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Kemi Moyede, Assistant Principal 3. Tanyell Roseway, Assistant Principal 4. Jennell Minor, Assistant Principal 5. SAC Team</p> <p><b>Action Steps:</b> 1. Creation of campus discipline committee.</p> <p>2. Meet to review campus discipline management plan and make updates if needed 3. Distribute Campus Discipline to teachers and staff 4. Administrator will review all level 2, 3, and 4 referrals and make recommendations of support for referring teacher and student.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Measurable Objective 2:** 100% of discipline committee members attend weekly discipline committee meetings to review submitted discipline referrals.


**Evaluation Data Sources:** Weekly review of year-to-date discipline data.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. All discipline referrals are to be reviewed by the discipline committee.  2. Discuss referral elements to identify possible issue sources.  3. Make recommendations regarding next steps for teacher/and or student to mitigate behavior issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of student suspensions across all demographic groups by a minimum of 20%.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kemi Moyede, Assistant Principal  3. Tanyell Roseway, Assistant Principal  4. Jennell Minor, Assistant Principal  5. SAC Team</p> <p><b>Action Steps:</b> 1. Creation of campus discipline committee.</p> <p>2. Meet to review campus discipline management plan and make updates if needed  3. Distribute Campus Discipline to teachers and staff  4. Administrator will review all level 2, 3, and 4 referrals and make recommendations of support for referring teacher and student.</p> <p><b>Title I:</b>  2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 3:** 50% decrease in level 3 and 4 infractions.

**Evaluation Data Sources:** Weekly review of year-to-date discipline data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Review of discipline referrals by discipline committee to identify at-risk students and escalations in behavior.</p> <p>2. Implementation of restorative justice practices, specifically restorative circles, as a part of the re-entry, aversion for suspensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of student suspensions across all demographic groups by a minimum of 20%</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kemi Moyede, Assistant Principal  3. Tanyell Roseway, Assistant Principal  4. Jennell Minor, Assistant Principal  5. SAC Team</p> <p><b>Action Steps:</b> 1. Committee review of all level 3 and 4 referrals</p> <p>2. Request for a parent meeting to ensure all consent forms and mentorship program referrals have been completed</p> <p>3. Creation of a behavior support plan for the student including follow-up meeting.</p> <p><b>Title I:</b>  2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify










Discontinue

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION








**Measurable Objective 1:** 100% of staff members will complete all training as provided by the district.

**Evaluation Data Sources:** Onesource training transcript.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Provide time to complete mandatory training. 2. Ensure that any identified/suspected cases of child abuse are reported to the required resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff and students have been trained in the identification of various forms of violence and who and where to report concerns.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Kemi Moyede, Assistant Principal 3. Tanyell Roseway, Assistant Principal 4. Jennell Minor, Assistant Principal 5. SAC Team</p> <p><b>Action Steps:</b> 1. Ensure that all required trainings have been assigned.</p> <p>2. Provide time in the pre-service agenda for training to be completed. 3. Verify that all trainings have been completed VIA Onesource transcript.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Measurable Objective 2:** 100% of staff members will complete training for district threat reporting tip hotline.

**Evaluation Data Sources:** Sign in sheet from campus provided training.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Provide time to complete mandatory training. <b>Strategy's Expected Result/Impact:</b> 100% of staff completes training regarding threat reporting ensuring all staff knows process and procedure for reporting threats, <b>Staff Responsible for Monitoring:</b> Shani Wyllie, Principal <b>Action Steps:</b> 1. Ensure that all required trainings have been assigned.  2. Provide time in the pre-service agenda for training to be completed. 3. Verify that all trainings have been completed VIA Onesource transcript.	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>				

**Measurable Objective 3:** 100% of students will attend view the district-provided anti-bullying programming and reporting hotline presentation.

**Evaluation Data Sources:** Student attendance sign-in sheet.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Provide information to staff and students about bullying. 2. Provide several safe ways for bullying to be reported. 3. Investigate bullying reports immediately following all district protocols. <b>Strategy's Expected Result/Impact:</b> 100% of staff and students have been trained in the identification of various forms of violence and who and where to report concerns. <b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Kemi Moyede, Assistant Principal 3. Tanyell Roseway, Assistant Principal 4. Jennell Minor, Assistant Principal 5. SAC Team <b>Action Steps:</b> 1. Ensure all teachers, students, and staff attend anti-bullying awareness trainings. 2. Post posters in each grade level hallway to create and support a culture of anti-bullying. 3. Post information in all hallways and on the campus website regarding how and where bullying can be reported.  4. Investigate and document the resolution of bullying reports.	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>				

**Board Goal 5:** N/A - Additional Campus Goals




**Goal 4:** SPECIAL EDUCATION


**Board Goal 5:** N/A - Additional Campus Goals


**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.


**Measurable Objective 1:** 100% of ELL students will attend math and reading intervention classes to address skill deficit


- Evaluation Data Sources:**
1. AMS assessments.
  2. TEA Interim Assessments
  3. Campus walkthroughs and observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Increase the time on task by redesigning the school instructional schedule to remediate or accelerate instruction to bridge content gaps and skills deficits or extend learning. For intervention purposes, time is dedicated to skill deficit development.</p> <p>2. Implementation, with fidelity, district-provided reading intervention programming.</p> <p><b>Strategy's Expected Result/Impact:</b> 35% of ELL students performing at Meets or better on reading STAAR assessments and 50% of ELL students performing at Meets or better on math STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Shani Wyllie, Principal</li> <li>2. All campus instructional leadership team members</li> <li>3. District Instructional Specialists</li> <li>4. All teachers</li> <li>5. Multilingual Department</li> </ol> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Redesign master schedule to ensure all students are in intervention and/or enrichment classes to receive support as needed.</li> <li>2. Verify accurate scheduling of students.</li> <li>3. Review of data to ensure continued progress.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress




 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 2:** 100% of ELL students will receive all accommodations identified in the LPAC minutes.


- Evaluation Data Sources:**
1. AMS bi-weekly STAAR aligned assessments.
  2. District assessment data
  3. Campus walkthroughs and observations
  4. LPAC Minutes


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Training for teachers on how to LPAC minutes to supports student's academic needs.</p> <p>2. Frequent and focused observations and feedback, specifically regarding the implementation of supports identified in the LPAC minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> 35% of ELL students performing at Meets or better on reading STAAR assessments and 50% of ELL students performing at Meets or better on math STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. All campus instructional leadership team members  3. District Instructional Specialists  4. All teachers  5. Multilingual Department</p> <p><b>Action Steps:</b> 1. Providing accommodations required per LPAC minutes to teachers.</p> <p>2. Professional development of instructional staff on effective implementation of instructional strategies that support ELL students across all contents.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				


 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue


**Measurable Objective 3:** 100% of teachers will implement the use of best practices to support the needs of all students in their classes including but not limited to ELL students.

- Evaluation Data Sources:**
1. AMS assessments.
  2. TEA Interim Assessments
  3. Campus walkthroughs and observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Training for teachers on how to literacy routines to support all learners including EB students</p> <p>2. Frequent and focused observations and feedback, specifically regarding the implementation of supports identified in the LPAC minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> 35% of ELL students performing at Meets or better on reading STAAR assessments and 50% of ELL students performing at Meets or better on math STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. All campus instructional leadership team members  3. District Instructional Specialists  4. All teachers  5. Multilingual Department</p> <p><b>Action Steps:</b> 1. Professional development of instructional staff on effective implementation of instructional strategies that support ELL students across all contents.  2. Frequent coaching and feedback around lesson facilitation that includes instructional strategies from professional learning.  3. Encouraging all teachers, regardless of content to get ESL certification.</p> <p><b>Title I:</b>  2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue










**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT




**Measurable Objective 1:** A minimum of one face-to-face (or virtual) opportunity to attend PTO/meeting with principal monthly.


- Evaluation Data Sources:**
1. Sign in sheets from meetings with minutes
  2. Monthly activity calendar
  3. Marketing evidence


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Identify successful strategies for increasing engagement and use for monthly principal and community meetings.</p> <p>2. Offer multiple sessions (ie am and pm options) for meetings to meet the scheduling needs of community stakeholders.</p> <p>3. Combine PTO and principal meetings to keep parents informed of PTO activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent, family, and community engagement by 35% for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Shani Wyllie, Principal</li> <li>2. Keshia Parker, Wraparound specialist</li> <li>3. Kesia Brown, PTO President</li> <li>4. Chanika Henry- Robinson, CIS</li> </ol> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review past event attendance to identify what type of events yielded the greatest participation.</li> <li>2. Schedule 2 high yield events in the fall and 2 in the spring.</li> <li>3. Add in new events around the high yield events.</li> </ol> <p><b>Title I:</b></p> <p>4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Measurable Objective 2:** Monthly update and posting of the school activity calendar sent to community stakeholders using school newspaper taken home by the student, email, social media, and campus website no later than the 15th of the previous month.

- Evaluation Data Sources:**
1. Monthly activity calendar
  2. Marketing evidence

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Vary methods of communication to increase reach parents who otherwise might not receive information.</p> <p>2. Increase in the marketing of all the work that is being done to support students and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent, family, and community engagement by 35% for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal  2. Kesha Parker, Wraparound specialist  3. Kesia Brown, PTO President  4. Chanika Henry- Robinson, CIS</p> <p><b>Action Steps:</b> 1. Review past event attendance to identify what type of events yielded the greatest participation.</p> <p>2. Schedule 2 high yield events in the fall and 2 in the spring.</p> <p>3. Add in new events around the high yield events.</p> <p><b>Title I:</b>  4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished

 Continue/Modify


 Discontinue


**Measurable Objective 3:** Increase PTO membership by 25%.

**Evaluation Data Sources:** PTO Enrollment roster

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Marketing of PTO on the campus website 2. Coupling PTO meetings with principal/community meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent, family, and community engagement by 35% for the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Shani Wyllie, Principal 2. Kesha Parker, Wraparound specialist 3. Kesia Brown, PTO President 4. Chanika Henry- Robinson, CIS</p> <p><b>Action Steps:</b> 1. Attend various community events to create interactions with families in the community.</p> <p>2. Reach out to community partners to get on the mailing list for community events.</p> <p>3. Create a PTO flyer to distribute at events.</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## Board Goal 5: N/A - Additional Campus Goals

### Goal 7: MANDATED HEALTH SERVICES

**Measurable Objective 1:** Immunization monitoring, data entry and state reporting requirements will be completed by a certified school nurse on or before October 31, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life

threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Cindy Garbutt

Number of AEDs on campus:

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

**Measurable Objective 1:** 100% of teachers will use the PLC model to build capacity around delivering effective tier 1 instruction including the use of literacy routines in the social studies classroom.

- Evaluation Data Sources:**
1. AMS bi-weekly STAAR aligned assessments.
  2. District assessments
  3. Campus walkthroughs and observations

**Measurable Objective 2:** 100% of teachers are required to attend PLCs to receive focused instructional support for all students in response to assessment data, with an intense focus on SPED and ELL student.

- Evaluation Data Sources:**
1. AMS bi-weekly STAAR aligned assessments.
  2. District assessments
  3. Campus walkthroughs and observations

**Measurable Objective 3:** 100% of students will effectively utilize literacy strategies in social studies classrooms to improve comprehension.

- Evaluation Data Sources:**
1. AMS bi-weekly STAAR aligned assessments.
  2. District assessments
  3. Campus walkthroughs and observations

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Principal, Shani Wyllie.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- 1) Providing input through SDMC meetings
- 2) Providing input through PTO

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- progress monitoring utilizing a variety of data points including Renaissance, Amplify, Carnegie, Summit K-12, Imagine Learning
- Teacher feedback
- SEL reports through counseling services, wraparound and CIS
- TEA Interim Assessments

### 2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: School website

The SIP was made available to parents by: upon approval

We provide the SIP to parents in the following languages:



- English

### **3. Annual Evaluation**

### **4. Parent and Family Engagement (PFE)**

### **5. Targeted Assistance Schools Only**

# Campus Funding Summary

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Extra duty pay	6100 - Payroll	\$10,000.00
1	1	3	1	Extra duty pay	6100 - Payroll	\$10,000.00
2	1	1	1	Extra duty pay	6100 - Payroll	\$10,000.00
2	1	3	1	Extra duty pay	6100 - Payroll	\$10,000.00
<b>Sub-Total</b>						<b>\$40,000.00</b>