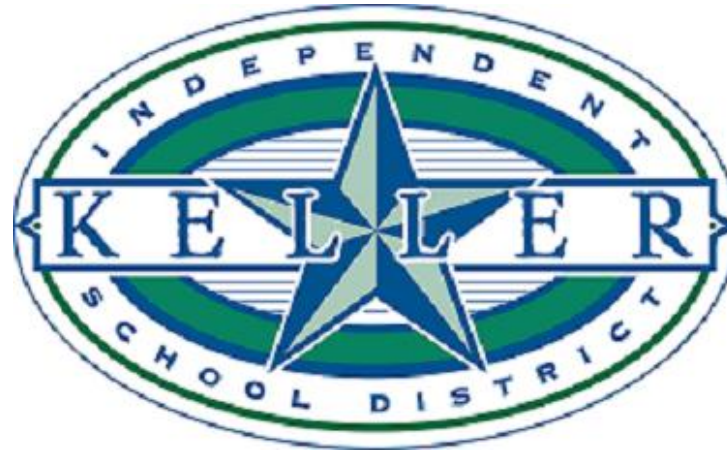


Keller Independent School District
Fossil Hill Middle School
2023-2024 Campus Improvement Plan



Mission Statement

Fossil Hill Middle School PROMOTES EXCELLENCE by:

Providing student leadership opportunities

Celebrating our diversity

Creating an engaging learning environment

Building collaborative community relationships

Vision

Fossil Hill Middle School will foster an environment that nurtures students academically, socially, and emotionally to exceed academic goals and become productive citizens and future leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fossil Hill Middle School (FHMS) is located in Keller ISD, in the city limits of Fort Worth, Texas. We are one of seven middle schools and two Title I campuses. Fossil Hill Middle School services students in grades 6th, 7th, and 8th. We have a very diverse student population and strive to match our student diversity with our professional staff. The campus has an enrollment of 837 students (41% Hispanic, 26% White, 16% African American, 8% Asian, and 10% other) for the 2022-2023 school year. Of this, 62% of the campus is economically disadvantaged, with 57% of our students labeled at risk. Our Emergent Bilingual students make up 24% of our population. Fossil Hill Middle School currently services 154 Special Education students (18% of the total student population).

The average daily attendance for 2022-2023 at Fossil Hill Middle School is 94%, which is up 3% from last year.

Demographics Strengths

- A culturally diverse campus that mimics the real world
- Bilingual program that services emergent bilingual students utilizing the Gomez and Gomez model
- Communities in Schools provide support and resources for students and families

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education, EB, 504, RTI, and Low SES enrollments have all increased over the last few years at different rates. Each group has a variance of needs.

Problem Statement 2: Classroom management is a concern among the Special Education population. **Root Cause:** Lack of specific targeted professional development

Student Learning

Student Learning Summary

Fossil Hill Middle School has a diverse community of learners who enter our classrooms with various abilities, backgrounds, and learning styles. Professional Learning Communities are implemented as a process in which our teachers participate in collaborative conversations centered around student data and continually improving instructional practices to impact student outcomes positively. STAAR, Benchmarks, Fountas and Pinell , Gomez & Gomez, Map, and Formative are all utilized to disaggregate student data to determine the strength and needs at Fossil Hill Middle School. Teachers review student data, create lesson plans, develop intervention plans, design small groups, and create assessments. As a National AVID Demonstration School, WICOR strategies also increase student engagement and organization. Many of our teachers incorporate technology daily as we are a one-to-one campus.

Student Learning Strengths

- AVID program is prominent and monthly strategies are implemented in classrooms across many contents.
- Content PLCs are beneficial and help teachers collaborate on lesson planning using data driven conversations
- We are a one-to-one technology campus.
- Small-group instruction has increased.
- Student discourse has improved.
- The use of higher-order questioning (Costa's) has also increased.
- Tutorials, Saturday School, and Math Lab are offered on a weekly basis for students that need extra support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are expressing higher levels of apathy towards their learning. **Root Cause:** After effects of COVID-19 are still being seen in student motivation and achievement gaps. Classrooms are still following a teacher-centered approach to learning without much authentic incorporation of student voice.

Problem Statement 2: Data from the 2021-2022 Texas Academic Performance Report (TAPR) shows that while the percentage of students at "Approaches Grade Level or Above" on the STAAR test has increased from 2021 to 2022, Fossil Hill students continue to perform at or below the state percentage in math and reading. **Root Cause:** Students need help understanding, authentically use, have access to their assessment data, and/or set goals for improvement based on data. Teachers have not had enough training or utilized Formative as a tool to understand and track student data.

Problem Statement 3: Levels of consistent student engagement in learning continue to decline. **Root Cause:** More training for teachers on how to increase the level of student voice and choice in their classroom is needed in order to have a positive impact on student engagement and learning.

Problem Statement 4: Small group support is not implemented as effectively as possible in core content classrooms. **Root Cause:** More focused and intentional training on how to effectively use small groups to support differentiated learning within the classroom is needed for teaching staff.

School Processes & Programs

School Processes & Programs Summary

Fossil Hill Middle School has many effective programs and clubs that benefit our students on campus; AVID, Leadership Council, Athletics, Fine Arts, Student Council, FCA, Girl's Club, Chess Club, PALS, and the Bilingual Program. Many processes are in place to help students and staff stay organized and safe. The school has additional support through Communities in Schools, intervention counseling, the overall counseling department, and the addition of a Mental Health Counselor.

School Processes & Programs Strengths

- Campus staff utilizes the weekly newsletter for campus information.
- Campus staff enjoys the weekly Shout outs sent on Fridays.
- Teachers collaborate through Professional Learning Communities weekly.
- Teachers also have support from the campus coach, instructional specialists, district coaches, and administrators.
- AVID program is prominent and monthly AVID PDs over a strategy of the month have helped increase the use of AVID strategies in all classrooms.
- School Pride has increased with building renovations, murals, and addition of collaborative spaces and seating options.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Positive Behavior Intervention Support (PBIS) is not seen as a beneficial program on our campus. **Root Cause:** Lack of consistency of use by teachers and the delay in students receiving rewards purchased with their points.

Problem Statement 2: There has been an increase of student tardiness and students in the hall during class time and a lack of accountability and/or consistency in the use of campus tardy processes. **Root Cause:** School-wide processes are either not understood or not being implemented with fidelity.

Problem Statement 3: Teachers feel they do not fully understand campus discipline processes used in decision making by administrators. **Root Cause:** Teachers understanding of discipline procedures on the administration side.

Perceptions

Perceptions Summary

Fossil Hill Middle School is a neighborhood school with many teachers and staff members who have been a part of the Fossil Ridge feeder pattern for many years. Our campus conducted a campus-wide survey, grade-level discussions, and a Title I parent survey to determine campus strengths and needs. Our staff's strong relationships with each other and students are a campus strength. Our staff identified family involvement and support as an area of growth for the campus in 21-22. We have seen increased family involvement with our campus with attendance at games, fine arts events, and curriculum nights. We still need families' support for teachers with student discipline and core academics. Family, staff, and students feel that the campus needs building and facility upkeep and renovations to the exterior of the campus. Staff and students appreciate and enjoy the interior upgrades to the campus; new tile, walls, paint, lighting, spaces, classrooms, etc. Families and staff understand the use of parent and campus newsletters. We have a growing and positive social media presence as well.

Perceptions Strengths

Staff and student relationships are positive

Significant staff presence at school events

Communities in schools, counselors, and mental health therapists have increased home/school relationships and family support.

National AVID demonstration school until 2023

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low parental support in behavior and core academics. **Root Cause:** Families have other responsibilities (multiple jobs, multiple children, long hours, night shifts, travel positions) that take precedence over school events. The language barrier is an issue for parent support as well. We are limited to Spanish-speaking office staff and would benefit from additional support in this area--lack of access

Problem Statement 2: The community has a negative perception of FHMS due to the exterior of the building. **Root Cause:** FHMS is an older campus with an outdated marquee, less than engaging landscaping, and few spaces for outdoor learning and gathering.

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By the end of the 2023-2024 school year Fossil Hill Middle School will increase its A-F rating from C to B.





High Priority

| Action Step 1 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 1: By the end of June 2024, administrators will conduct frequent walkthroughs on teachers to ensure continuity of instruction and alignment with Keller ISD's curriculum scope and sequence.</p> <p>Measures: Meeting agendas Walkthrough documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Fossil Hill Middle School will provide opportunities for learning and collaboration outside the school day.</p> <p>Measures: Progress and performance of students</p> <p>Staff Responsible for Monitoring: Teachers Administration Substitutes Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty - 211 - Title I Pt A Impr BSC Prg - 611200 - \$15,000</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 3 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 3: Fossil Hill Middle School, core content teachers, will participate in Professional Learning Communities weekly to track data and discuss student progress.</p> <p>Measures: Data tracking forms The number of data meetings</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for Professional Learning Community Work Days - 211 - Title I Pt A Impr BSC Prg - 611200 - \$8,000</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 4 Details | Progress Reviews | | |
| <p>Action Step 4: The librarian will support campus-wide literacy programs through engaging, effective, and innovative lessons that are aligned with the content curriculum.</p> <p>Measures: Lesson Plans Walkthroughs</p> <p>Staff Responsible for Monitoring: Librarian Instructional Coaches Administrators</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 5 Details | Progress Reviews | | |
| <p>Action Step 5: Fossil Hill Middle School students will have access to instructional technology such as calculators, tablets, document cameras, Surface Laptop Go, Surface Laptop Go chargers, charging stations/powerstrips, in order to gain access to technology-based instructional materials during classroom instruction.</p> <p>Measures: Lesson Plans Technology Request</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology - 211 - Title I Pt A Impr BSC Prg - 639600 - \$1,500</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 6 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 6: By May 2024, Fossil Hill Middle school will utilize the Title I Campus Instructional Coaches to assist teachers in closing achievement gaps to decrease the number of Tier III students.</p> <p>Measures: Tier III Progress Data</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coaches - 282 - ESSER III - 611900 - \$130,870</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 7 Details | Progress Reviews | | |
| <p>Action Step 7: Fossil Hill Middle School will increase Costa's levels of thinking to level two or three in all contents to promote higher-level thinking and inquiry.</p> <p>Measures: Teacher observations and student discussion</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Content Coaches</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 8 Details | Progress Reviews | | |
| <p>Action Step 8: By May 2024, Fossil Hill Middle School will provide targeted interventions to Tier 3 students through Reading Styles and Quest to grow at least on year towards mastering grade-level reading and math standards.</p> <p>Measures: Read 180 Inventory Lexile Scores MAP Data</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Salaries for Instructional Support Teachers - 282 - ESSER III - 611900 - \$139,966</p> | Progress | | |
| | Dec | Apr | July |
| | | | |





| Action Step 9 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 9: Fossil Hill Middle School will provide additional small group support and snacks to struggling students before, during, and after-school.</p> <p>Measures: Reading and Math Assessment Data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Snacks for Tutoring - 211 - Title I Pt A Impr BSC Prg - 611800 - \$500</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 10 Details | Progress Reviews | | |
| <p>Action Step 10: Fossil Hill Middle School will supply needed materials to both teachers and students that impact achievement and help students reach specific goals.</p> <p>Measures: Reading and Math Assessment Data</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Action Step</p> <p>Funding Sources: Instructional Supplies - 211 - Title I Pt A Impr BSC Prg - 639500 - \$500</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 11 Details | Progress Reviews | | |
| <p>Action Step 11: By June 2024, all teachers will use proven best practice strategies to maximize instructional time with Tier I instruction.</p> <p>Measures: Instructional minutes per the master schedule Alignment to the KISD curriculum</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Action Step</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 12 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 12: Administrators, counselors, and teachers will attend professional development sessions to address instructional gaps to meet the needs of our at-risk, ELL, SE, GT, 504 sub-populations, and general education students. Effective strategies will be taught during professional development to the entire campus and implemented utilizing the necessary supplies.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I Pt A Impr BSC Prg - 629900 - \$2,000, Travel - 211 - Title I Pt A Impr BSC Prg - 641100 - \$5,711.64</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 13 Details | Progress Reviews | | |
| <p>Action Step 13: Students will utilize Eduytping program to develop their typing skills and Formative as they prepare for testing such as MAP and STAAR.</p> <p>Measures: Math Data Typing Data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Technology Software - 211 - Title I Pt A Impr BSC Prg - 639600 - \$7,200</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 2: Achievement Via individual Determination (AVID) School-Wide Initiative





Performance Objective 1: Fossil Hill Middle School will continue to impact instruction through the AVID School-wide Initiative and support the AVID site team in goals that impact students within the AVID program and students outside of the program.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 1: Fossil Hill Middle School will purchase tools and materials aligned to the AVID program to support student achievement.</p> <p>Measures: Administrators Instructional Coaches Department Chairs</p> <p>Staff Responsible for Monitoring: Alignment to small group facilitation and the impact on reading and that achievement</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies - 211 - Title I Pt A Impr BSC Prg - 639500 - \$5,000</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Teachers at Fossil Hill Middle School will post agendas each day to guide student learning by utilizing the AVID organizational structure.</p> <p>Measures: AVID Site Team Teachers AVID Coordinator</p> <p>Staff Responsible for Monitoring: Binder Checks Agenda Checks</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| <p>Action Step 3: Fossil Hill Middle School students will create binder check dates to ensure students are following the AVID organizational structure.</p> <p>Measures: AVID Site Team Teachers AVID Coordinator</p> <p>Staff Responsible for Monitoring: Binder Checks Agenda Checks</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 4 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 4: The AVID Site Team will present a new teaching/learning strategy each month for implementation across the campus.</p> <p>Measures: Department Chairs AVID Site Team AVID Coordinator</p> <p>Staff Responsible for Monitoring: AVID Site Team Calendar Lesson Plans</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 3: Excellence in Processes and Systems

Performance Objective 1: By June 2024, Fossil Hill Middle School will reduce discipline incidents by 10%.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 1: Fossil Hill Middle School will have regularly schedule discipline committee meetings to discuss processes and ways to improve consistency in discipline.</p> <p>Measures: Discipline Data</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Fossil Hill Middle School survey the staff quarterly to assess discipline trends and effectiveness of procedures.</p> <p>Measures: Discipline Survey</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| <p>Action Step 3: Fossil Hill Middle School will offer professional development and support teachers in effective classroom management.</p> <p>Measures: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1: By June 2024, Fossil Hill Middle School will host community involvement and continue to keep the lines of communication open between all stakeholders to foster a sense of community.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 1: Fossil Hill Middle School will host parent/community engagement events to reinforce academics. Events will include but are not limited to SS, Math, ELA, Science, and AVID nights for family involvement.</p> <p>Measures: Administrators Teachers</p> <p>Staff Responsible for Monitoring: Surveys Attendance Sheets</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Fossil Hill Teachers will host parent-teacher conferences to inform parents of their child's progress.</p> <p>Measures: Teachers</p> <p>Staff Responsible for Monitoring: Meeting Notes Sign-in Sheets</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| <p>Action Step 3: Fossil Hill Middle School will utilize resources for parent involvement and engagement such as the weekly newsletter through SMORE to highlight campus activities and provide opportunities for parents to be involved with the campus and the Keller ISD community.</p> <p>Measures: Administration Instructional Coach Teachers Counselors</p> <p>Staff Responsible for Monitoring: Weekly SMORE Analytics Parent Emails Sign-in Sheets to community engagement events</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Technology Software - 211 - Title I Pt A Impr BSC Prg - 639600 - \$1,200</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Targeted Support Action Steps

| Goal | Objective | Action Step | Description |
|------|-----------|-------------|--|
| 1 | 1 | 10 | Fossil Hill Middle School will supply needed materials to both teachers and students that impact achievement and help students reach specific goals. |
| 1 | 1 | 11 | By June 2024, all teachers will use proven best practice strategies to maximize instructional time with Tier I instruction. |

State Compensatory

Budget for Fossil Hill Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Fossil Hill Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------------|-----------------|------------|
| Lorena Virgen Rodriguez | ESA | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------------------|---------------------|----------------|------------|
| Kimberly Rodriguez-Williams | Math IST | Title 1 Part A | 1 |
| Samantha Landers | Instructional Coach | Title 1 Part A | 1 |
| Sarah Kelley | Reading IST | Title 1 Part A | 1 |

Campus Funding Summary

| 211 - Title I Pt A Impr BSC Prg | | | | | |
|---------------------------------|-----------|-------------|---|--------------|--------------|
| Goal | Objective | Action Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Extra Duty | 611200 | \$15,000.00 |
| 1 | 1 | 3 | Substitutes for Professional Learning Community Work Days | 611200 | \$8,000.00 |
| 1 | 1 | 5 | Technology | 639600 | \$1,500.00 |
| 1 | 1 | 9 | Snacks for Tutoring | 611800 | \$500.00 |
| 1 | 1 | 10 | Instructional Supplies | 639500 | \$500.00 |
| 1 | 1 | 12 | Professional Development | 629900 | \$2,000.00 |
| 1 | 1 | 12 | Travel | 641100 | \$5,711.64 |
| 1 | 1 | 13 | Technology Software | 639600 | \$7,200.00 |
| 2 | 1 | 1 | Instructional Supplies | 639500 | \$5,000.00 |
| 4 | 1 | 3 | Technology Software | 639600 | \$1,200.00 |
| Sub-Total | | | | | \$46,611.64 |
| 282 - ESSER III | | | | | |
| Goal | Objective | Action Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | Campus Instructional Coaches | 611900 | \$130,870.00 |
| 1 | 1 | 8 | Professional Salaries for Instructional Support Teachers | 611900 | \$139,966.00 |
| Sub-Total | | | | | \$270,836.00 |