Dallas Independent School District

039 School For The Talented & Gifted At Townview

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

No staff turnover, addition of 3 new TAG FTE's staff has 18 year average of experience with 63% of the staff holding advanced degrees. Staff retention is due to collaborative environment and school climate. Program has diverse offerings with over 40 AP courses including elective courses. School wide cross curricular projects aid in cross curricular learning. Teachers finding innovative forms to flip the classroom to accomodate for various learning styles. All students have a device, entire staff uses goggle classroom and has created gmail accounts for all students. TAG. Most students end up with an average of 17 AP courses taken and will earn credit in 14 of the 17, on average. For electives such as art, P.E. or band, the students are served by teachers from the other five Townview schools. TAG offers a block schedule, students attend 4, 95 minute classes each day, resulting in a course load of 8 classes. Upon graduating high school, most students will have passed enough AP exams to allow them to enter college as a second semester sophomore or junior. All TAG students are expected to participate in at least one non-curricular activity, per semester. This expectation requires all teachers to sponsor multiple, activities, clubs, and organizations. Students participate in afterschool activities for one hour each day. After-school buses transport students home one hour after the end of the school day. Technology upgrade in order to ensure program sustainability, computers that can. handle CS applications, as well as more than a chromebook. Collaboration horizontally and vertically, with COVID 19 technology and the use of the flipped classroom will be instrumental.

Demographics

Demographics Summary

Data Sources:

DISD data packet (3 years)

Application Diversity Study

My Data portal demographics

TARP report staff demographics

Recruitment/Applicant demographic data

SAT/ACP

TAG student focus groups

TAG created student virtual learning survey

TAG created staff/parent virtual learning survey

MAP

Powerschool

Expanded middle school recruitment to promote diversity, number of applicats grew from 330 in district to over 450 in district applicants. Student demographics continue to get closer to mirroring the city of Dallas demographics. Enrollment will increase by 60 students, bringing total enrollment from 464 to 530. Continued development and improvement of application process designed for equity and access, application process more rigorous, however can be differentiated. Growing populaation means potential wider gaps of prior knowledge which will need to be addressed systematically, teachers will need support on how to adress and remidiate skills as part of the regular lesson. College readiness and application support will be key for first generation college students.

STUDENT ENROLLMENT (As of 06/01)

GRADE LEVELS:	ENROLLMENT		STUDENT ETHNIC COMPOSITION (TOTAL):		
9	168		Hispanic	234	44.2%

GRADE LEVELS:	ENROLLMENT		STUDENT ETHNIC COMPOSITION (TOTAL):		
10	129		African American	29	5.5%
11	121		White	163	30%
12	112		Asian	73	13.8%%
Total Number of Students	**530**		American Indian	1	0.2%
			National Hawaiian/ Pacific Islander	0	0%
			Multi-Race	30	5.7%
			Not Reported	0	0%
			Total Students	500	**100%**

STAFF (As of 06/01)

Campus Professional Staff				Campus & Support Staff	
Teachers	29			Food Services	15
Administrators	1			Custodians	10
Counselors	1			Maintenance	0
Nurses	1			Office Managers/Clerks	2
Librarians	1			Security	1
(Add as needed)				Other Support	
TOTAL PROFESSIONAL STAFF: 33					
TOTAL SUPPORT STAFF: 4					

Campus Professional Staff			Campus & Support Staff	
TOTAL STAFF: 37				

Demographics Strengths

Student Enrollment	Economically Disadvantaged	Limited English Proficiency	Special Education and/or 504	Talented and Gifted	
9	72	6 (3.6%)	20(6%)	121(73.2%)	
10	43	5 (3.2%)	15 (6%)	79 (61.2%)	
11	40	1 (.9%)	15(9%)	81(66.9%)	
12	44	8 (35.3%)	2 (1.5%)	111 (99.1%)	

	Students		Teachers		Grade Level (Student Only)			
	Number	Percent	Number	Percent	9	10	11	12
Black/African American	29	5.5%	3	3.5%	7	6	7	9
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian/Hawaiian/Pacific Islander	73	13.8%	1	1.4%	16	29	13	15
Hispanic	234	44.2%	6	12.4%	86	41	58	49
White	163	30%	14	82%	51	41	37	34
Multiple	30	5.7%	0	0	8	12	5	5
Not reported	0	0	0	0	0	0	0	0

Demographics- PIEMS, My Data Portal,Powerschool

TAG Magnet high school has 530 students. The school has 168 freshmen, 129 sophomores, 121 juniors and 112 seniors. The demographics consist of populations of students that are 32.6% Hispanic, 7% African American, 29% Anglo, 19% Asian and 5.6% other. 46.2% of the population is male and 53.8% of the population is female. 38% of the TAG student population is reported as low SES. Next year, 2022-23 the size of the school will move from 500 to 550 in one year, with the goal of reaching student enrollment of 550 for the 2022-2023 school year. No staff turnover, addition of 3 new TAG FTE's staff has 18 year average of experience with 63% of the staff holding advanced degrees. Staff retention is due to collaborative environment and school climate. Program has diverse offerings with over 40 AP courses including elective courses.

·   **Student Achievement- TEA STAAR, AP COLLEGE BOARD, SAT, ACT**

 A longitudinal analysis of our student achievement metrics at TAG show a significant upward trend over the past five years. The following chart of data shows the trend for all major exams that students take, correlated alongside low socioeconomic status of the students. The data shows TAG student achievement has increased as the percentage of students from low socioeconomic backgrounds has increased; a trend that runs counter to most schools and districts in America.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause:** Growing population and how to address ELL needs

Problem Statement 2 (Prioritized): In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause:** Growing population and how to address ELL needs

Problem Statement 3 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause:** Growing population and how to address ELL needs

Student Learning

Student Learning Summary

Data Sources:

SAT/ACT/PSAT

AP course/Dual enrollment data

State/AYP data tables

Courses/Class Grades

Graduation completion rate,dropout rate,diploma types

Promotion/retention rates

Student work

Technology

Student Learning- TEA STAAR, AP COLLEGE BOARD, SAT, ACT

A longitudinal analysis of our student achievement metrics at TAG show a significant upward trend over the past five years. The following chart of data shows the trend for all major exams that students take, correlated alongside low socioeconomic status of the students. The data shows TAG student achievement has increased as the percentage of students from low socioeconomic backgrounds has increased; a trend that runs counter to most schools and districts in America. Student achievement needs to be maintained regardless of the increase in student enrollment, must ensure learning gaps are addressed between demographic groups. System for differntion must be developed to support all students regardless of background, to ensure students meet standrds and excel. Staff and students will coolaborate to ensure students have strong support with college application submissions.

*Optional for Seniors	2013-14	2014-15	2015-16	2017-18	2017-18	2018-19	2019-2020	2020-2021
AP Qualifying Rate	78.6%	82.1%	83.5%	85%	84%	86.4%	86.4%	83.5%
ACT Composite	30*	29*	30	31	31	31	31	33
SAT Composite	1297	1339	1380	1420	1430	1430	1430	1440
LOW SES	26.7%	30.9%	33.3%	35.2%	41%	41%	35%	45%

Student Learning Strengths

STAAR EOC EXAM (Spring 2022)	Meets	Masters
Algebra 1	100%	77%
English 1	100%	80%
English 2	100%	84%
Biology	100%	96.2%
US History	100%	97%
TOTAL	100%	88%

Student Achievement

Data Source(s):

• **High and increasing average PSAT, SAT, and ACT (28 to 31 over 4 years)** • **100% college commitment over past five years** • **100% pass STAAR end-of-course exams; 75% Commended rate** • **AP qualifying scores have risen from 67% to 85% over 6 years with all enrolled students taking the appropriate exams** • **Over half of the senior class were recognized in the National Merit Program** • **100% of students participate in at least one extracurricular activity** • **Extracurricular activities achieve high results: Mock Trial (14th in State), Robotics (17th in state), DI (multiple teams to Globals)**	• **Maintain high achievement even with an increased student body while closing the gaps between demographic groups** • **Strong systems for differentiation and student support to ensure all students, regardless of background, are able to meet the standards.** • **Instructional support for courses with lower AP pass rates** • **Support for student participation in extracurricular activities** • **Assistance on scholarship applications for students with financial gaps** • **Assistance on college applications for students with gaps** • **Maintain high achievement even with an increased student body while closing the gaps between demographic groups** • **Strong systems for differentiation and student support to ensure all students, regardless of background, are able to meet the standards.** • **Assistance on scholarship applications for students with financial gaps**	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Develop strong system for differentiation to allow closing of educational gaps **Root Cause:** Increased enrollment and updated recruitment of students.

Problem Statement 2 (Prioritized): In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. **Root Cause:** Growing population and how to address ELL needs

Problem Statement 3 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

School Processes & Programs

School Processes & Programs Summary

Data Sources:

Teacher demographic data

Turnover rate

Master Schedule

Technology Survey

Course request tallies

School Context and Organization- Master Calendar, My Data Portal, College Board

TAG Magnet serves grades 9-12. It is located within the Townview Magnet Center which encompasses six total schools. The school has 29 different teachers (29 FTEs) that teach between 2-6 different courses. Next year the school will grow to 24 total FTEs with the increased enrollment of 60 students. TAG offers all core subject areas, and 31 distinct AP classes. TAG students are required to take a minimum of 11 AP courses during their time at TAG. Most students end up with an average of 17 AP courses taken and will earn credit in 14 of the 17, on average. For electives such as art, P.E. or band, the students are served by teachers from the other five Townview schools. TAG offers a block schedule, students attend 4, 95 minute classes each day, resulting in a course load of 8 classes. Upon graduating high school, most students will have passed enough AP exams to allow them to enter college as a second semester sophomore or junior. All TAG students are expected to participate in at least one non-curricular activity, per semester. This expectation requires all teachers to sponsor multiple, activities, clubs, and organizations. Students participate in afterschool activities for one hour each day. After-school buses transport students home one hour after the end of the school day. Technology upgrade in order to ensure program sustainability, computers that can. handle CS applications, as well as more than a chromebook.

School Processes & Programs Strengths

3 teachers related, addition of 3 new TAG FTE's staff has 18 year average of experience with 63% of the staff holding advanced degrees. Staff retention is due to collaborative environment and school climate. Program has diverse offerings with over 40 AP courses including elective courses. School wide cross curricular projects aid in cross curricular learning. Teachers finding innovative forms to flip the classroom to accomodate for various learning styles. All students have a device, entire staff uses goggle classroom and has created gmail accounts for all students. TAG. Most students end up with an average of 17 AP courses taken and will earn credit in 14 of the 17, on average. For electives such as art, P.E. or band, the students are served by teachers from the other five Townview schools. TAG offers a block schedule, students attend 4, 95 minute classes each day, resulting in a course load of 8 classes. Upon graduating high school, most students will have passed enough AP exams to allow them to enter college as a second semester sophomore or junior. All TAG students are expected to participate in at least one non-curricular activity, per semester. This expectation requires all teachers to sponsor multiple, activities, clubs, and organizations. Students participate in afterschool activities for one hour each day. After-school buses transport students home one hour after the end of the school day. Technology upgrade in order to ensure program sustainability, computers that can. handle CS applications, as well as more than a chromebook. Collaboration horizontally and vertically, with COVID 19 technology and the use of the flipped classroom will be instrumental.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. **Root Cause:** Growing population and how to address ELL needs

Problem Statement 2: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

Problem Statement 3 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

Perceptions

Perceptions Summary

School Culture and Climate-Teacher SPOT observations Campus Climate Survey, Student Survey, Parent Survey, PTSA, SBDM, Student Council

Based on the Teacher Spot Observations and Climate Surveys from Fall 2019, overall culture and climate for the school is very high, ending up in the top quintile for each category, with a majority of questions earning a 100% positive.

Category	Campus Percent Positive F2022	Campus Percent Positive S2023	Difference
Beliefs and Priorities	98%	Results not available	n/a
Positive Culture and Environment	99.8%	Results not available	n/a
Culture of Feedback and Support	99.2%	Results not available	n/a
College Going Culture	100%	Results not available	n/a
Teacher-Tecaher Trust	98%	Results not available	n/a
Teacher-Principal Trust	100%	Results not available	n/a

Perceptions Strengths

Inviting and collaborative school cuture, active PTSA with over 320 families out of 404 as active members. Teacher to teacher trust evident, as well as teacher to principal trust. Weekly PTSA newsletter communication, principal weekly message and weekly updates through the use of social media. Student/teacher/and parent weekly surveys during distance learning. House system developed to address students social emotional needs, house system used as an advisory tiem to address student needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. **Root Cause:** Growing population and how to address ELL needs

Problem Statement 2: Student Social Emotional state of mind   **Root Cause:** Student social skills interaction

Problem Statement 3 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

Priority Problem Statements

Problem Statement 1: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.

Root Cause 1: Growing population and how to address ELL needs

Problem Statement 1 Areas: Demographics

Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.

Root Cause 2: Growing population and how to address ELL needs

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.

Root Cause 3: Growing population and how to address ELL needs

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Develop strong system for differentiation to allow closing of educational gaps

Root Cause 4: Increased enrollment and updated recruitment of students.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: African American student achievement on English 1, English 2, Biology, and US HIstory EOC will increase from 90% mastery to 95% mastery on all EOC assessments for the 2022-2023 school year. 100% of African American seniors will meet college-readiness benchmark on the ACT and/or SAT by graduation. 90% of African American juniors will meet college-readiness benchmark on ACT and/or SAT by the end of their junior year. **Strategy's Expected Result/Impact:** Lesson Plans Attendance Logs Grades Common Assessments **Staff Responsible for Monitoring:** Counselors All Teachers Cluster Leads **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3 **Funding Sources:** - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - $2,000	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement student profiles and teacher action plans to improve student achievement by using assessments and data. (Monitoring & Interventions)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student Profiles
   Teacher Action Plans
   Increase in ACP, STAAR, AP,MAP scores for African American students.
   Staff Responsible for Monitoring: TAG staff
   Tag Admin
   TAG Leadership Team
 	
   Title I:
   2.4, 2.5, 2.6, 4.1, 4.2
   Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1
   Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide lab supplies, manipulative, novels, and text resources in mathematics and science, history, and English courses to service ELL, SPED/ 504 and Low SES students. (Interventions). Resources will address mitigating learning loss and/or prevent, prepare for, or to respond to COVID 19 pandemic including its impact on the social, emotional, , mental health, and academic needs of students. This includes the purchase of furniture, as well as SEL differentiated seating to address social distancing, as well as student mental health and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Lesson Plans
   Instructional Calendars
   Common Assessments
   Staff Responsible for Monitoring: Admin
   CILT
 	
   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: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1
   Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - $2,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide instructional resources, supplies and materials, technology, manipulatives and reading materials to core courses including Computer Science to mitigate learning loss	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Instructional Calendars EOC Exams **Staff Responsible for Monitoring:** Principal Math/ Science CILT **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - $2,000, - 282 - ESSER III (ARP) - $15,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Student Learning
Problem Statement 1: Develop strong system for differentiation to allow closing of educational gaps   **Root Cause**: Increased enrollment and updated recruitment of students.
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
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School Processes & Programs
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
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Perceptions

Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs

Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: 100% of seniors will meet college-readiness benchmark on the ACT and/or SAT by graduation.	**Formative**			**Summative**
90% of juniors will meet college-readiness benchmark on ACT and/or SAT by the end of their junior year. 100% of qualifying senior students will apply for TAFSA or FAFSA.	**Nov**	**Jan**	**Mar**	**June**
100% of seniors will apply and commit to college/university. 100% of freshman and sophomores will show 10 point growth in MAP testing from Fall to Spring				
Strategy's Expected Result/Impact: Climate Survey Student failure rates Teacher Collaboration Common Assessment data, ACP data, STAAR data Spot observation data Learning walk data, ACP data, STAAR data Common Assessment data, ACP data, STAAR data, DOL Tracker MAP Testing **Staff Responsible for Monitoring:** Admin CILT **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Ensure all grade level and departmental PLCs follow Townview norms and Expectations (Safe and Collaborative Culture)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: PLC Agendas
Observations
Lesson Plans
PLC Survey
    Staff Responsible for Monitoring: Admin
CILT
 	
    Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3
Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement student profiles and teacher action plans to improve student achievement by using assessments and data. (Monitoring & Interventions)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student Profiles
Teacher Action Plans
ACP, STAAR, AP,MAP
    Staff Responsible for Monitoring: Admin
CILT
 	
    Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 1, 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3
Funding Sources: - 211 - Title I, Part A - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide lab supplies, manipulative, novels, and text resources in mathematics and science, history, and English courses to service ELL, SPED/ 504 and Low SES students. (Interventions). Resources will address mitigating learning loss and/or prevent, prepare for, or to respond to COVID 19 pandemic including its impact on the social, emotional, , mental health, and academic needs of students. This includes the purchase of furniture, as well as SEL differentiated seating to address social distancing, as well as student mental health and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Instructional Calendars Common Assessments **Staff Responsible for Monitoring:** Admin CILT **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 199 - General Operating - $200				

Strategy 5 Details	Reviews			
Strategy 5: Provide instructional resources, supplies and materials, technology and manipulatives to core courses including Computer Science (Data & Monitoring), in order to mitigate learning loss.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Instructional Calendars EOC Exams **Staff Responsible for Monitoring:** Principal Math/ Science CILT **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 282 - ESSER III (ARP) - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: Hire qualified teacher to spearhead Math/CS/STEM interventions and provide high quality mentorship for Geometry teacher (Interventions)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Differentiated CS/math instruction for students with higher need. Geometry planning and assessments Data Packets, ACP/AP results, College Readiness metrics (SAT/ACT **Staff Responsible for Monitoring:** Principal Leadership Team **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 7 Details	Reviews			
Strategy 7: Dis-aggregate data by sub-groups to determine both performance, intervention needs, and student recruitment areas of need (Data	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Recruitment Strategies Interventions in Math Lab STAAR, AP, ACT, SAT Results Diversity Analysis for Applications **Staff Responsible for Monitoring:** Principal Cluster Coordinator Teachers Counselor **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 3				

Strategy 8 Details	Reviews			
Strategy 8: Provide timely feedback to teachers, adhering to district observation timelines and campus needs. Soliciting input from teachers and staff. (Monitoring)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: SPOT/Extended Observations SPOT Observations, Extended Observations, Informal Observations **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs
Student Learning
Problem Statement 1: Develop strong system for differentiation to allow closing of educational gaps   **Root Cause**: Increased enrollment and updated recruitment of students.
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs
School Processes & Programs
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Perceptions
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: Student Assessments

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 2: GPM 2.2: Student achievement for second-grad African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 1: GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

    High Priority

    Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority

Evaluation Data Sources: Student Assessment

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 1: GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

    High Priority

    Evaluation Data Sources: Student Assessment

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

    High Priority

    Evaluation Data Sources: Student Assessment

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 1: GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.
CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: Maintain and improve college and career readiness processes, systems, and structures to ensure higher access for all students 9-12 regardless of background or circumstances using the action steps below as measured by the indicators of success by July 1, 2023.

High Priority

Evaluation Data Sources: Climate Survey Student failure rates Teacher Collaboration Common Assessment data, ACP data, STAAR data Spot observation data Learning walk data, ACP data, STAAR data Common Assessment data, ACP data, STAAR data, DOL Tracke

Strategy 1 Details	Reviews			
Strategy 1: Provide extended learning opportunities, and instructional resources for extended day programs and extracurricular/co- curricular activities. (Data & Interventions)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Attendance Logs Grades Common Assessments **Staff Responsible for Monitoring:** Counselors All Teachers Cluster Leads **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title I, Part A - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide instructional materials for intervention programs, transition camps and test prep programs including SAT, ACT, PSAT. (Data & Interventions) MAP Testing	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Instructional Calendars Naviance Student Retention in College/Careers After Graduation Scholarships **Staff Responsible for Monitoring:** Principal CILT **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - Title I, Part A - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Designated Staff will participate in standalone programs, intervention (after-school & Saturday School), transition camps and extracurricular/ co-curricular activities to enhance student transition success. (Interventions) Incorporate SEL and drug prevention/dating violence during extracurricular.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Agendas Lesson Plans Sign In Sheets Naviance Student Retention in College/Careers After Graduation Scholarships **Staff Responsible for Monitoring:** Teachers CAP Counselor **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I, Part A - $500				

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in afterschool activities, work-site visits, internships, classroom speakers career interviews, field trips, and college visits to prepare for college and career readiness. (Interventions)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TAG TREK TAG-Interim Term Student Surveys Student Surveys Common Assessments **Staff Responsible for Monitoring:** TREK Team Teachers Counselor **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I, Part A - $1,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 1: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Student Learning
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

School Processes & Programs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Perceptions
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)
*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)
*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: Cultivate a culture of feedback, support, communication , social emotional, drug prevention, and dating violence using the action steps listed below in order to positively impact instruction and overall climate by the indicators of success by July 1, 2023.

Increase campus climate scores to be >95% positive in 4/4 domains from >95% positive in only 2/4 domains.
Increase overall student climate scores from 88% positive to at least 91% positive.
Increase parent climate survey scores from 92% positive to over 95% positive.
Student Panoramic Survey will reflect an increase in all five categories Fall 2023

Evaluation Data Sources: Student Panoramic Survey
Teacher created surveys

Strategy 1 Details		Reviews			
Strategy 1: Campus leadership will use technology to communicate with students and parents to increase parental and community involvement. Including membership toolkit in conjunction with the TAG PTSA (Safe and Collaborative Culture)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Website Login Tracker Parent Surveys Campus Surveys PTSA Feedback SBDM Feedback Community Engagement Rating **Staff Responsible for Monitoring:** Principal CILT PTSA					

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Schoolinks will be used during advisory period to enhance student SEL and mental health and to ensure students are participating in extracurricular activities, Hope squad will help with mental health awareness.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School links completion rates on modules Student daily Log in **Staff Responsible for Monitoring:** TAG Staff/SEL Leader **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs

Student Learning
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs

School Processes & Programs
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs

Perceptions
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being.   **Root Cause**: Growing population and how to address ELL needs

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: Increase parental involvement through parent and student workshops topics such as: college readiness, drug prevention, dating violence, school security, and vaping awareness.

> **Evaluation Data Sources:** Newsletters Agendas
> Thank you notes
> Donations entered into Voly
> TEA Community Engagement Survey
> Weekly youtube video

Strategy 1 Details	Reviews			
Strategy 1: Utilize community liaison to secure donations for community stakeholders and increase parental and community involvement. (Safe and Collaborative Culture). Survey stakeholders to assess need of drug prevention, vaping, and dating violence.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Newsletters Agendas Thank you notes Donations entered into Voly TEA Community Engagement Survey Remind Google classroom Weekly Newsletters **Staff Responsible for Monitoring:** TAG Staff Principal PTSA **Title I:** 4.1, 4.2				

Strategy 2 Details	Reviews			
Strategy 2: Offer workshops, professional development for parents, faculty, students based on social emotional needs that have risen due to COVID-19 and the aftermath.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Agendas Sign-In Sheets Registration Student Performance Parental Involvement Surveys Advisory/House System **Staff Responsible for Monitoring:** Principal Counselor Community Liaison **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title I, Part A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Increase collaboration and partnership in the school community by offering parent and student volunteer opportunities. (Safe and Collaborative Culture)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Agendas Sign-In Sheets Registration AP Scores STAAR Scores Surveys **Staff Responsible for Monitoring:** Principal Counselor Community Liaison **Title I:** 4.1, 4.2 **Funding Sources:** - 211 - Title I, Part A - $500				

Strategy 4 Details	Reviews			
Strategy 4: Build a stronger community support network through engaging and centralizing the TAG alumni network.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agendas	**Nov**	**Jan**	**Mar**	**June**
Sign-In Sheets Registration Student Surveys College Applications Naviance Surveys **Staff Responsible for Monitoring:** Principal Counselor Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause**: Growing population and how to address ELL needs

Student Learning
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause**: Growing population and how to address ELL needs

School Processes & Programs
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause**: Growing population and how to address ELL needs

Perceptions
Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause**: Growing population and how to address ELL needs

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 2: Students will collaborate and participate in workshops to address drug use, teen dating violence, and suicide

High Priority

Evaluation Data Sources: Newsletters Agendas
Counselor workshops
Weekly youtube video
Mental Health club
Hope squad

Strategy 1 Details	Reviews			
Strategy 1: Counselors in conjunction with the Haliburton foundation and DISD counseling will provide resources and guidance lessons to address the topics of drug use, teen dating violence, and teen suicide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student understanding of how to get help and how to reach out when in need off assistance. **Staff Responsible for Monitoring:** Counselor Principal TAG Staff **Title I:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students.   **Root Cause**: Growing population and how to address ELL needs
Student Learning
Problem Statement 1: Develop strong system for differentiation to allow closing of educational gaps   **Root Cause**: Increased enrollment and updated recruitment of students.

Campus Funding Summary

199 - General Operating

Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	2	4			$200.00
				Sub-Total	$200.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$2,800.00

211 - Title I, Part A

Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-11-6399-2R-039-2-30	$2,000.00
1	1	2		211-11-6399-2R-039-2-30	$2,000.00
1	1	3		211-11-6399-2R-039-2-30	$2,000.00
1	1	4		211-11-6399-2R-039-2-30	$2,000.00
1	2	2		211-11-6399-2R-039-2-30	$1,000.00
1	2	3			$1,000.00
5	1	1			$2,000.00
5	1	2			$2,000.00
5	1	3			$500.00
5	1	4			$1,000.00
7	1	2			$1,000.00
7	1	3			$500.00
				Sub-Total	$17,000.00
				Budgeted Fund Source Amount	$75,756.00
				+/- Difference	$58,756.00

282 - ESSER III (ARP)

Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4			$15,000.00
1	2	5			$5,000.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$30,000.00

282 - ESSER III (ARP)					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$10,000.00
199 - PIC 24 State Compensatory Ed (SCE) Accelerat					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$148,078.00
				+/- Difference	$148,078.00
				Grand Total Budgeted	$256,834.00
				Grand Total Spent	$37,200.00
				+/- Difference	$219,634.00