Fort Worth Independent School District

062 International Newcomer Academy

2024-2025 Campus Improvement Plan

Mission Statement

"To engage English Language Learners in rigorous learning experience that develop responsible, productive, and contributing citizens in a diverse society"
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Vision

To provide a welcoming and respectful environment that meets the unique linguistic, academic, and social/emotional needs of all students and to foster a community that engages all in the pursuit of excellence.

Value Statement

Our Values are...

We believe that we have a responsibility to respect students' rights: to a quality education without discrimination, to have their views and experiences acknowledged, and to learn in a safe and secure environment.

We believe that we have a responsibility to engage students in learning experiences based on the principles of: Academic Rigor, High Expectations and High Support, Quality Interactions, Language Focus, and Quality Curriculum.

We believe that we have a responsibility to foster: Community Awareness, Parental Involvement, Volunteerism, and Community Partnerships.

We believe that we have a responsibility to create & maintain a respectful working environment in which we build teacher expertise and leadership capacity through reflective discourse, collaboration, and professional development.

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Comprehensive Needs Assessment

Revised/Approved: March 4, 2024

Demographics

Demographics Summary

INA is a specialized language center program serving students in sixth through ninth grade who are new to the United States and are learning English for the first time. We are passionate and dedicated to working with Emerging Bilinguals, and our diverse staff members always have the needs of students at the forefront of their minds as well as their comfort. In addition to teaching conversational and academic English to each student in our program, we make it our business to ensure that each student succeeds academically as well. There has been great progress made by students at this institution in terms of language acquisition, cultural education, and academic success in all subjects including electives as well. Our current student demographic population represents 6th and 9th graders from all over the world with 72% of our students coming from North, Central, and South America, 12% of our student population coming from Africa, and 15% coming from Central and East Asia, and 1% coming from Europe. Current enrollment is at 482 with 38% of that population coded as refugees and 12% coded as unschooled refugees. For the year 2023 INA recorded 389 infractions in FOCUS, 24% of infractions was coded as disrespectful and insubordinate behavior,13% coded as disruptive outburst,11% for persistent misbehavior, and 16% for fighting(mutual).

Demographics Strengths

Diversity is one of the strongest characteristics of the INA population and is one of the most notable. As a result of this knowledge with 24 countries represented and 11 languages spoken, INA makes an intentional efforts to celebrate that diversity and to provide an environment that fosters and nurtures positive, healthy relationships between students, faculty, and administration

Graduation and completion rates

INA currently has a 97.3 % completion rate with 93% of our current 9th graders identified as on tract to graduate.

Attendance

In terms of attendance at INA, the overall ADA of 95%is a promising indicator of students feeling safe at our school.

High Quality Teachers and Diverse Staff

 We achieve this by having highly qualified teachers who are certified in their content area and 95% of teachers are also certified in English as a Second Language. In addition to highly qualified teachers, we have a pride ourselves in having a low retention rate with 3.4% of our teachers having 1-5 26.9% with 6-10 years of teaching experience,6.7%11-20 : 43.6%,21-30 13.4%, Over 30 years of teaching experience. All of our teachers are content certified, and over 95% of our teachers hold certifications in English as a Second Language. INA also offers a diverse staff with backgrounds with 1 percent speaks Swahili and French , 29% speaks Spanish, and 2 % speaks Vietnamese.

TEA TIA Designated

INA has the highest percent of TIA TEA designated teachers in the district in secondary schools with 2 teachers designated as a Master teacher, and three teachers designated at Exemplary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 10 students who were in their 2nd year at INA did not meet their annual growth for STAAR accountability for math and reading. **Root Cause:** Students who were accountable for STAAR 2022-2023 were unschooled refugees who were preliterate in their own language.

Problem Statement 2 (Prioritized): Out of 389 infractions year to date, 265 of those infractions were from our male students, with 304 of those infractions a coded as Hispanic and 64% of infractions were from 8th and 9th graders. **Root Cause:** On our campus, there is a lack of exposure to college and career readiness for at-risk students.

Student Learning

Student Learning Summary

We at INA are committed to engaging English Language Learners in rigorous learning to develop a sense of responsibility, productivity, and contribution to a diverse society. We believe that all students should have access to a quality education. To set our students up for future success, we work hard to help them reach their educational goals. In order to support all emergent bilinguals regardless of their proficiency levels, INA has implemented campus-wide strategies, procedures, and classroom routines by implementing of QTEL (Quality Teaching of English Language Learners) i all contents. QTEL emphasizes the central role of language as a tool for learning in second-language acquisition, oral and written literacy development, systemic functional linguistics, and theories of rapid English language acquisition based on socio-linguistic research relating to effective practices with English learners. As a result of our practices, we are showing significant growth in TELPAS and in our MAP Growth data. 6th and 9th grades scoring above the grade level of national projected growth in math, with our 7th and 8th grade students surpassing the projected growth in reading and Math in Map Growth.

INA uses a multitude of programs to supplements grade level content and provide language supports in both Math and ELAR. For math our teachers use Carnegie Math for 6th -8th grade, Mathia, and IXL, and for ELAR out teachers use Summit K12, Thinkcera, Power up Lexia and Moby Max.

Special Education- The school uses a push-in co-teacher model for all special education students with a certified special education teacher supporting the student and the class teacher.

Student Learning Strengths

Map Growth Math: School conditional growth percentile from Fall to Winter all grades scored above national norms.

6th Grade-79

7th Grade-98

8th Grade-80

9th grade- 60 % met projected MAP growth

Map Growth Science: School conditional growth percentile from Fall to Winter

6th Grade-40

7th Grade-40

Summit K 12 November 2023 TELPAS ELD Results

Listening PLD -119 students are at Intermediate level, 50 are at advanced level, and 12 are at advanced high level.

Speaking PLD- 99 are at the Intermediate, and 13 are at the advance level.

Reading 98 are the Intermediate, 19 advance level 10 advance high. level

STAAR

56% of INA students passed the STAAR state assessment from approaching to met grade level with less than 1 year in the country

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 93% of our students scored at a 1 rating in Summit K12 in the domain of writing. and for English language arts ,6th -8th grade students are scoring in the 1 percentile of conditional school growth.   **Root Cause:** District curriculum for ESL and English SOL provided is specific to traditional students and not designed for newcomers.

Problem Statement 2 (Prioritized): STAAR accountable students in their 2nd year are showing growth in language development, but are not showing academic growth in tested content areas such as science, social studies and English language arts.   **Root Cause:** Newcomers at the secondary level are provided with English Language Arts curricula and resources designed for monolingual students and not multilingual students. There is a constant need for teachers to modify and scaffold language and support. Furthermore, reading and writing are not systematically integrated across curricula

School Processes & Programs

School Processes & Programs Summary

We at INA are committed to engaging English Language Learners in rigorous learning to develop a sense of responsibility, productivity, and contribution to a diverse society. We believe that all students should have access to a quality education and that teachers are an integral part of the decision making and goals for our campus.. To set our students up for future success, we work hard to help students reach their educational goals. In order to support all emergent bilinguals regardless of their proficiency levels, INA has implemented campus-wide strategies in lesson planning, PLC procedures, and classroom routines, and campus wide instructional strategies such as QTEL (Quality Teaching of English Language Learners), Tans-language, and Talk Read, Talk Write and know and show charts for in all contents.

QTEL emphasizes the central role of language as a tool for learning in second-language acquisition, oral and written literacy development, systemic functional linguistics, and theories of rapid English language acquisition based on socio-linguistic research relating to effective practices with English learners. As a result of our practices, we are showing significant growth in TELPAS and in our MAP Growth data. 6th and 9th grades scoring above the grade level of national projected growth in math, with our 7th and 8th grade students surpassing the projected growth in reading and Math in Map Growth.

INA uses a multitude of programs to supplements grade level content and provide language supports in both Math and ELAR. For math our teachers use Carnegie Math for 6th -8th grade, Mathia, and IXL, Alexia for 9th grade, and for ELAR our teachers use Summit K12, Thinkcera, Power up Lexia, and Moby Max.

Special Education- The school uses a push-in co-teacher model for all special education students with a certified special education teacher supporting the student and the class teacher.

INA supports families and students through grade level teaming where teachers collaborate and design cross curricular with their grade level and make instructional and behavioral decision in the best interest the academic and social emotional support for all students.

School Processes & Programs Strengths

Family and Student wrap around services.

Our family engagement and family and community out reach provides and invaluable support for both families and students.

Open house, Gold Seal parent informal that resulted in 51 applications to a POC or Gold seal program

Scheduling

PLC weekly meetings and six week planning for all contents to analyze data and to collaboratively design curriculum that support emergent bilinguals newcomers.

Grade level bi weekly meetings with coaching support

Advisory class to support intervention in math, reading and CCMR

Professional Development

Trauma informed teaching

Lesson planning

Talk Read Talk Write

New teacher support

Monthly faculty meeting instructional focus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The current advisory program is being implemented with inconsistent and not producing the results in improving, social emotional learning, goal setting and MTSS for math and English.   **Root Cause:** Building constraints, increased enrollment impacts, new teachers and a lack of grade level team buy in impacts the consistency of this program.

Problem Statement 2 (Prioritized): There is a lack of systems and structures for implementing data-driven instruction and assessment that enables educators to analyze student performance trends, identify areas for improvement, and make informed instructional decisions to achieve better learning outcomes for students   **Root Cause:** Understanding of what data driven instruction looks like for all content, and a lack of time, resources, and professional development to build classroom sustainable structures.

Perceptions

Perceptions Summary

The INA provides a safe and nurturing environment for students to learn English and adjust to a new culture in a safe and nurturing setting. With more than 400 students enrolled in grades 6-9, INA offers intensive ESL instruction, as well as social and emotional and culturally relevant learning.. INA also provides an advisory class to help students build relationships with their peers and develop a sense of community. With this said,diversity is one of the most significant strong characteristics of the INA population. Knowing this, INA makes intentional efforts to celebrate that diversity and provide an environment that teaches students how to form and nurture positive, healthy relationships with peers. We, as a community, work very closely with our students, our teachers, our community partners, and our school administrators to create a learning environment and a climate that promotes safety, and that is conducive to a culture of safety and expression. Our campus core values are based on four main principles: we believe that we have a responsibility to respect students' rights: to a quality education without discrimination, to have their viewpoints and experiences acknowledged, and to learn in a safe and secure environment. Our aim is to engage students in learning experiences that are based on the principles of Academic Rigor, High Expectations and High Support, Quality Interactions, and Quality Communication. Using Language Focus and Quality Curriculum as our framework for fostering community involvement, parent involvement, volunteerism, and community partnerships, we believe that we have a responsibility to foster: Community Awareness, Parental Involvement, Volunteerism, and Community Partnerships, and we believe that we have a responsibility to create a respectful working environment where we can build teacher expertise and leadership capacity through reflection, collaboration, and professional development.

Perceptions Strengths

INA student support services effectively meet the urgent needs of students and families, integrated student supports that includes mental and physical health care, nutrition support, housing assistance, and other wraparound services. We have an active family specialist and home coordinator that have made over 305 family contacts,as well as fostered meaningful partnerships with parents and community partners.

Campus Wide House System

Houses system established in 2020 to create a positive climate and culture for students and staff. Using RCA's methods will help your school or district confidently implement processes that build character, relationships, and school spirit. Where we as a campus embrace our differences and where students can feel sage, free to be themselves without judgment. Student ambassadors

Community Partnerships

- 23 Ft Worth community partners hips work hand and hand with INA to support our families and students.
- INA has collected over $80,000 in donations and monies to provide wrap around services for families, and field tips

Surrounding District Visits- INA receives regular request around the area to visit and glean from our school-wide practices and culture

- 2023-2024-FWISD ESL Lead Teacher, Keller ISD, Macklberg ISD NC
- 2023-Plano ISD
- 2022 Dallas ISD
- 2017-2020- Northwest ISD, Castleberry ISD, FWISD

Family Resources-

INA student support services effectively meet the urgent needs of students and families, integrated student supports that includes mental and physical health care, nutrition support, housing assistance, and other wraparound services. We have an active family specialist and home coordinator that have made over 305 family contacts, as well as fostered meaningful partnerships with parents and community partners.

Community Partnerships

- 23 Ft Worth community partners hips work hand and hand with INA to support our families and students.
- INA has collected over $80,000 in donations and monies to provide wrap around services for families, and field tips

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): From August 2023- March 2024 35% of our family population attended at least one family event night for the school year with only 5% of our refugee parent population attended a parent event. **Root Cause:** INA is not a neighborhood school and lacks the funding to provide resources for families who struggle to attend. There is also a perceived language barrier, and lack of community and family connection with the school.

Priority Problem Statements

Problem Statement 1: 10 students who were in their 2nd year at INA did not meet their annual growth for STAAR accountability for math and reading.

Root Cause 1: Students who were accountable for STAAR 2022-2023 were unschooled refugees who were preliterate in their own language.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The current advisory program is being implemented with inconsistent and not producing the results in improving, social emotional learning, goal setting and MTSS for math and English.

Root Cause 2: Building constraints, increased enrollment impacts, new teachers and a lack of grade level team buy in impacts the consistency of this program.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: From August 2023- March 2024 35% of our family population attended at least one family event night for the school year with only 5% of our refugee parent population attended a parent event.

Root Cause 3: INA is not a neighborhood school and lacks the funding to provide resources for families who struggle to attend. There is also a perceived language barrier, and lack of community and family connection with the school.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: STAAR accountable students in their 2nd year are showing growth in language development, but are not showing academic growth in tested content areas such as science, social studies and English language arts.

Root Cause 4: Newcomers at the secondary level are provided with English Language Arts curricula and resources designed for monolingual students and not multilingual students. There is a constant need for teachers to modify and scaffold language and support. Furthermore, reading and writing are not systematically integrated across curricula

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a lack of systems and structures for implementing data-driven instruction and assessment that enables educators to analyze student performance trends, identify areas for improvement, and make informed instructional decisions to achieve better learning outcomes for students

Root Cause 5: Understanding of what data driven instruction looks like for all content, and a lack of time, resources, and professional development to build classroom sustainable structures.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Out of 389 infractions year to date, 265 of those infractions were from our male students, with 304 of those infractions a coded as Hispanic and 64% of infractions were from 8th and 9th graders.

Root Cause 6: On our campus, there is a lack of exposure to college and career readiness for at-risk students.

Problem Statement 6 Areas: Demographics

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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 programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, 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.

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of 2nd year emergent bilingual's who scored at approaching or above on the STAAR 6th grade to English I from _0__% to _10___% by May 2025.

> **High Priority**
>
> **Evaluation Data Sources:** 9 week benchmark writing assessment
> Summit K12
> MOY and EOY MAP Growth

Strategy 1: Develop and implement a campus wide literacy and content based language instructional plan that supports language acquisition, literacy development, for student populations that historically have challenges in mastering grade level content, and acquiring language development, and that is data driven.

> **Strategy's Expected Result/Impact:** Students will score at intermediate level on Summit K 12 end of the year test in speaking and writing.
>
> **Staff Responsible for Monitoring:** Principal, ELAR Department Head, Biliteracy coach
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Targeted Support Strategy**
>
> **Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase Accelerated Reader to create a campus wide reading culture that promotes literacy and language development and increases the Lexile score to approaching grade level by providing students the opportunity to establish a personalized reading plan that tracks a students reading habits, preferences, and performance. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Reading Department Head, Librarian, Reading teachers **Funding Sources:** - BEA (199 PIC 25) - 199-11-6396-001-062-25-243-000000 - $3,936, - TITLE I (211) - 211-13-6299-04N-062-30-510-000000-25F10 - $600	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Celebrate reading achievements through bulletin boards, newsletters, or recognition programs **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Reading Teachers **Date(s) / Timeframe:** Reading improvement recognition every six weeks **Funding Sources:** - TITLE I (211) - 211-11-6499-04N-062-30-510-000000-25F10 - $2,971.34	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: PLC's will focus on content data digs using interim assessments, and MAP Growth, create lesson plans related to TEKS ,MAP growth content, and language acquisition. Teachers will also collaborate to create common formative assessments, scope and sequences, rubrics and , and develop instructional strategies for students with diverse needs. Additionally, participants will receive professional development support and resources to help successfully implement the strategies and activities discussed in the PLC(professional learning community). Spring Staar Pull out will focus on data and interventions. **Intended Audience:** Teachers, Department Heads Principal **Date(s) / Timeframe:** Weekly PLC Spring STAAR Prep PLC Planning Pull out for tested subjects **Funding Sources:** - TITLE I (211) - 211-11-6112-0PD-062-30-510-000000-25F10 - $400	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 4 Details	Reviews			
Action Step 4: Create a campus wide assessment and data dig calendar that focuses on TEKS aligned formative assessments, and TELPAS speaking, and writing aligned to the intermediate proficient language descriptors.	**Formative**		**Summative**	
Intended Audience: Content and elective teachers **Provider / Presenter / Person Responsible:** Department Heads, and Administration **Date(s) / Timeframe:** September 12, 2024, October 2,2024,December 12 2024,Feb 6, 2025,March 20,2025 **Collaborating Departments:** Cross curricular contents **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6112-XXX-062-11-243-000000- - $2,390	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: School leadership will provide Instructional materials and resources to support the classroom.	**Formative**		**Summative**	
Intended Audience: Principal school teachers **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-062-99-243-000000- - $3,916, - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-062-99-243-000000- - $2,000, - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - $4,944, - SPED (199 PIC 23) - $78	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Promote campus wide literacy by purchasing library books to support AR.	**Formative**		**Summative**	
Intended Audience: Social studies 6-9 **Provider / Presenter / Person Responsible:** Assistant Principal and Department Head **Date(s) / Timeframe:** Fall 2024 **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-062-99-243-000000- - $2,000	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 2: Providing targeted professional development with a focus on data-driven instruction so that clear learning objectives can be determined, student data can be collected and analyzed, and PLCs can collaborate and reflect on trends.

Strategy's Expected Result/Impact: PLD's scoring at Intermediate in Speaking, Writing, and students scoring in the 50% percentile on MAP Growth.

Staff Responsible for Monitoring: Principal

Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop campus department heads' ability to lead PLCs with a DDI focus through targeted DDI training. The DDI training will include topics such as PLC structure, roles and responsibilities, and strategies for successful PLC functioning. During the training, participants will have the opportunity to practice and develop their skills in leading PLCs through a DDI len	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Department Heads **Provider / Presenter / Person Responsible:** Regions IX **Date(s) / Timeframe:** TBA **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6239-XXX-062-11-243-000000- - $1,610				

Action Step 2 Details	Reviews			
Action Step 2: Provide trauma based and foundational training on supporting immigrant student classroom.	**Formative**		**Summative**	
Intended Audience: All students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Immschool **Date(s) / Timeframe:** On going through out the year **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6299-XXX-062-11-243-000000- - $2,400				

Action Step 3 Details	Reviews			
Action Step 3: Implement Lead4ward strategies that bridge the gap between language and literacy by examining essential elements such as second language acquisition, diversified support, and culturally and linguistically sustained practices. Monitored by monthly learning walks.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Social Studies and ELAR teachers **Provider / Presenter / Person Responsible:** Principal, Qtel Coaches **Date(s) / Timeframe:** PD-August 8th,2024 3 week admin learning walks **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-062-99-243-000000- - $4,500				

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

Strategy 3: Provide new teachers professional development focusing on social cultural pedagogy and scaffolding for emergent bilinguals. Coaching and support will be provided and progress will be monitored through teacher mentors. In addition to campus wide QTEL refresher course for tenured teachers.

Strategy's Expected Result/Impact: Increase in Map growth achievement with students reaching a PLD of Intermediate by the Spring 2025

Staff Responsible for Monitoring: Assistant Principal, Biliteracy Coach

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Implement a minimum of 4 campus wide strategies to include principles: high expectations, sustained academic rigor, quality teacher and student interactions, a focus on language and quality curricula.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: New teachers **Provider / Presenter / Person Responsible:** QTEL PD'rs **Date(s) / Timeframe:** September, October, November **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6116-XXX-062-11-243-000000- - $2,100				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 10 students who were in their 2nd year at INA did not meet their annual growth for STAAR accountability for math and reading.   **Root Cause**: Students who were accountable for STAAR 2022-2023 were unschooled refugees who were preliterate in their own language.
Student Learning
Problem Statement 2: STAAR accountable students in their 2nd year are showing growth in language development, but are not showing academic growth in tested content areas such as science, social studies and English language arts.   **Root Cause**: Newcomers at the secondary level are provided with English Language Arts curricula and resources designed for monolingual students and not multilingual students. There is a constant need for teachers to modify and scaffold language and support. Furthermore, reading and writing are not systematically integrated across curricula

School Processes & Programs
Problem Statement 2: There is a lack of systems and structures for implementing data-driven instruction and assessment that enables educators to analyze student performance trends, identify areas for improvement, and make informed instructional decisions to achieve better learning outcomes for students   **Root Cause**: Understanding of what data driven instruction looks like for all content, and a lack of time, resources, and professional development to build classroom sustainable structures.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage 6th -9th grade students who scores at approaching level on the STAAR from 12__% to _30__% by May 2025 for 6th -8th grade and 30% to 50% for Algebra 1.
Increase the percentage of refugees students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _0__% to _25__% by May 2025.

High Priority

Evaluation Data Sources: NEWA Map Growth

Strategy 1: PLC's will focus on content data digs using interim assessments, and MAP Growth, create lesson plans related to TEKS ,MAP growth content, and language acquisition. Teachers will also collaborate to create common formative assessments, scope and sequences, rubrics and , and develop instructional strategies for students with diverse needs and develop curriculum. Additionally, participants will receive professional development support and resources to help successfully implement the strategies and activities discussed in the PLC(professional learning community). Spring STAAR Pull out will focus on data and interventions

Strategy's Expected Result/Impact: Improved student learning outcomes, increased teacher collaboration, enhanced instructional practices, teachers begin to make data-Informed decision, increased Job satisfaction and retention, and promote a positive school culture

Staff Responsible for Monitoring: Principal, Assistant Principal and Department Heads

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide teacher planning for tested content, and leadership team, for before, after school, and Spring PLC Pull out for tested math contents.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Leadership team and tested content teachers **Provider / Presenter / Person Responsible:** Math Department Head **Date(s) / Timeframe:** January 2025 **Funding Sources:** - TITLE I (211) - 211-11-6112-0PD-062-30-510-000000-25F10 - $1,000, - BASIC (199 PIC 11) - 199-11-6112-XXX-062-11-243-000000- - $3,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 2: Extend learning time by using advisory to support students by providing interventions for TIER 3 students.

Strategy's Expected Result/Impact: 54% of 2nd year students will reach approaching grade on STAAR math grade levels 6th -9th grade

Staff Responsible for Monitoring: Math department

Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create an advisory schedule that provides additional time for targeted interventions for Math ELAR, and 8th grade Science and Social studies.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students who did not meet STAAR standards for math and reading **Provider / Presenter / Person Responsible:** Advisory teacher and department heads **Date(s) / Timeframe:** September 23-May 23.2025				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 3: Provide instructional materials that support a variety of methods such as visuals, hands-on activities, language development and manipulatives.

Strategy's Expected Result/Impact: Intermediate level of proficiency in speaking and writing PLC for emerging bilinguals.

Staff Responsible for Monitoring: Principal

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase instructional Materials	**Formative**		**Summative**	
Intended Audience: Math teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Math department head Principal				
Date(s) / Timeframe: Fall 2024				
Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - $3,944				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 10 students who were in their 2nd year at INA did not meet their annual growth for STAAR accountability for math and reading.   **Root Cause**: Students who were accountable for STAAR 2022-2023 were unschooled refugees who were preliterate in their own language.
School Processes & Programs
Problem Statement 2: There is a lack of systems and structures for implementing data-driven instruction and assessment that enables educators to analyze student performance trends, identify areas for improvement, and make informed instructional decisions to achieve better learning outcomes for students   **Root Cause**: Understanding of what data driven instruction looks like for all content, and a lack of time, resources, and professional development to build classroom sustainable structures.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 9 students "On Track" from _95_% to 98__% by May 2025. A
Increase the percentage of Unschooled refuges students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _5__% to __50_% by May 2025.

    Evaluation Data Sources: On Track Data reports

Strategy 1: Increase the preparedness of newcomer students to obtain specific knowledge and skills that prepares students for CCMR (College, Careers, and Military readiness) through advisory.

    Strategy's Expected Result/Impact: ADQ Passing rate
Number of student applicants for POC and Gold Seal Programs

    Staff Responsible for Monitoring: Counselors
Assistant Principal

    Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

    Problem Statements: Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide additional instructional time through advisory increase student knowledge of CCMR standards and opportunities, and provide intervention opportunities that support the language acquisition and build on their current reading, writing, and math skills.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: Advisory Committee
    Collaborating Departments: Content teachers
 	
    Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - $500				

Action Step 2 Details	Reviews			
Action Step 2: Elective classes will increase language acquisition by implementing Talk Read Talk Write within their content, and create data systems to monitor student progress in writing and speaking skills using the ELS PLD's. PLC Six week pull out to review data and plan for interventions.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Elective teachers **Provider / Presenter / Person Responsible:** Elective Department Head **Date(s) / Timeframe:** 3 week assessment Semester Pull out **Funding Sources:** - TITLE I (211) - 211-11-6112-0PD-062-30-510-000000-25F10 - $600, - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - $600				

Action Step 3 Details	Reviews			
Action Step 3: Campus career and college day event	**Formative**		**Summative**	
Intended Audience: 6th -9th Graders	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counseling Department Assistant Principal				

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

Strategy 2: Use CTE technology funds to funds to purchase instructional materials, and equipment, and fund field trips to promote CCMR in the CTE classes.

Strategy's Expected Result/Impact: Increased the amount of8th grade and 9th grade students applying to to Gold seals and program of Choice programs by 10%

Staff Responsible for Monitoring: CTE Teacher
Middle School Counselor

Title I:
2.6
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details		Reviews			
Action Step 1: Purchase instructional materials and fund CCMR related field trips.		Formative		Summative	
Intended Audience: 9th Grade CTE students		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: CTE Teacher					
Date(s) / Timeframe: Fall 2024					
Funding Sources: - CTE (199 PIC 22) - $500, - CTE (199 PIC 22) - $1,543					

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Out of 389 infractions year to date, 265 of those infractions were from our male students, with 304 of those infractions a coded as Hispanic and 64% of infractions were from 8th and 9th graders.   **Root Cause**: On our campus, there is a lack of exposure to college and career readiness for at-risk students.

School Processes & Programs
Problem Statement 1: The current advisory program is being implemented with inconsistent and not producing the results in improving, social emotional learning, goal setting and MTSS for math and English.   **Root Cause**: Building constraints, increased enrollment impacts, new teachers and a lack of grade level team buy in impacts the consistency of this program.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of Refugee students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 89% to 95% by May 2025.

High Priority

Evaluation Data Sources: ADA weekly report
ADQ Cycle report
% of students under the 90% ADA threshold

Strategy 1: Build family partnerships that support students' academic achievement and social emotional growth and address parent and related school and attendance efforts

Strategy's Expected Result/Impact: ADA Percentage to increase from a 95% by 96% to meet state attendance attendance standards

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:
2.6, 4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a Family Engagement will support and create strategies and systems for building relationships between parents and schools in order to increase parent involvement and empowerment, and assist our teachers and staff in contacting parents daily, especially for attendance concerns.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parent and students **Provider / Presenter / Person Responsible:** Family engagement specialist, Assistant Principal **Date(s) / Timeframe:** Family Engagement event **Funding Sources:** - TITLE I (211) - 211-61-6129-04L-062-30-510-000000-25F10 - $32,276				

Action Step 2 Details	Reviews			
Action Step 2: INA will host 5 family engagement events focusing on social emotional learning, parenting sessions, and attendance.	Formative		Summative	
Intended Audience: Parent and students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Family Engagement Specialist, Home Coordinator				
Date(s) / Timeframe: Fall 2024 and Spring 2025				
Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-062-30-510-000000-25F10 - $420, - TITLE I (211) - 211-11-6499-04N-062-30-510-000000-25F10 - $1,500				

Action Step 3 Details	Reviews			
Action Step 3: Create a Attendance matters Attendance plan that incorporates student recognition.	Formative		Summative	
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Family Engagement specialist				
Date(s) / Timeframe: Recognition every 3 weeks				
Funding Sources: - TITLE I (211) - 211-11-6499-04N-062-30-510-000000-25F10 - $700				

Action Step 4 Details	Reviews			
Action Step 4: Counselors will collaborate with school staff, students, parents, and community members to establish a shared vision for the school and create a welcoming and inclusive environment through guidance lessons, hosting 2 student activities though out the school year.	Formative		Summative	
Intended Audience: Principal	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Counselors, Intervention Specialist				
Date(s) / Timeframe: Every three weeks				
Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-062-99-243-000000- - $1,500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: From August 2023- March 2024 35% of our family population attended at least one family event night for the school year with only 5% of our refugee parent population attended a parent event.   **Root Cause**: INA is not a neighborhood school and lacks the funding to provide resources for families who struggle to attend. There is also a perceived language barrier, and lack of community and family connection with the school.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Build parent and family, and community partnerships by providing wrap around services to our families who need support and engaging with parents through parent contact, home visits, and parent conferences

    Evaluation Data Sources: Parent participation rate and feedback survey

Strategy 1: Implementation of a strong parent involvement/education program that addresses the unique language and cultural needs of the parents of the recent immigrant students enrolled at International Newcomer Academy (INA).

    Strategy's Expected Result/Impact: Increased family attendance at parent engagement activities
Decrease in student failures
Increase positive parent perception

    Staff Responsible for Monitoring: Home Coordinator,Principal

    Title I:
2.6, 4.1
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

    Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Family Outreach Community Specialist	**Formative**		**Summative**	
Intended Audience: Parent and at risk students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Family Outreach Community Specialist **Funding Sources:** - TITLE I (211) - 211-61-6119-04L-062-30-510-000000-25F10 - $65,865.66				

Action Step 2 Details	Reviews			
Action Step 2: Increase the number of family and student academic engagement events from 3 events a year to 4 events a year.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Family and student **Provider / Presenter / Person Responsible:** Home Coordinator, Lead Counselor, Intervention Specialist **Date(s) / Timeframe:** Fall 2024 and Spring 2025 **Funding Sources:** - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-062-30-510-000000-25F10 - $420, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-062-30-510-000000-25F10 - $1,074, - UNDISTRIBUTED (199 PIC 99) - 199-52-6116-XXX-062-99-243-000000- - $300, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-062-30-510-000000-25F10 - $1,074				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Out of 389 infractions year to date, 265 of those infractions were from our male students, with 304 of those infractions a coded as Hispanic and 64% of infractions were from 8th and 9th graders.   **Root Cause**: On our campus, there is a lack of exposure to college and career readiness for at-risk students.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the amount of discipline referrasl from 9th grade male students from 72% to 50% of referral male students.

   Evaluation Data Sources: Discipline referrals

Strategy 1: Professional develop for students that focus on social and emotional literacy through the power of voice and foster authentic personal connections, empathy, and compassion.

   Strategy's Expected Result/Impact: Decrease in discipline referrals from fall 2024 to spring 2025

   Staff Responsible for Monitoring: Intervention Specialist and Principal

   Title I:
   2.6
    - **TEA Priorities:**
   Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
   Lever 3: Positive School Culture

   Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Implement a leadership academy that fosters the skills of goal setting, social emotional emotionally awareness, and mindful of self and others and are able to apply positive behavior development to real life situations.	**Formative**		**Summative**	
Intended Audience: 9th grade students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Journeymen ink/ AC Cristales				
Date(s) / Timeframe: January 28th, 2025				
Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-062-99-243-000000- - $3,500, - UNDISTRIBUTED (199 PIC 99) - 199-23-6412-XXX-062-99-243-000000- - $400				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: Foster an environment where students are celebrated for their efforts through a process that builds character, empowers academic excellence, fosters school spirit, enhances relationships, and promotes a culture of belonging for all students.

Strategy's Expected Result/Impact: Decrease in Tier 1 referrals for all grade levels.

Staff Responsible for Monitoring: House leaders, Discipline committee.

Title I:
2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Implement three week recognition assemblies to celebrate student achievements, and create a campus wide PBIS model.	Formative			Summative
Intended Audience: Students and Teachers **Provider / Presenter / Person Responsible:** Assistant Principal, Counselor's **Date(s) / Timeframe:** House meeting assembly every three weeks **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-062-99-243-000000- - $156, - TITLE I (211) - 211-11-6499-04N-062-30-510-000000-25F10 - $1,655	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Out of 389 infractions year to date, 265 of those infractions were from our male students, with 304 of those infractions a coded as Hispanic and 64% of infractions were from 8th and 9th graders.   **Root Cause**: On our campus, there is a lack of exposure to college and career readiness for at-risk students.

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Contracted professional development	211-13-6299-04N-062-30-510-000000-25F10	$600.00
1	1	1	2		Snacks or incentives for students	211-11-6499-04N-062-30-510-000000-25F10	$2,971.34
1	1	1	3		Subs for professional development	211-11-6112-0PD-062-30-510-000000-25F10	$400.00
2	1	1	1		Subs for professional development	211-11-6112-0PD-062-30-510-000000-25F10	$1,000.00
3	1	1	2		Subs for professional development	211-11-6112-0PD-062-30-510-000000-25F10	$600.00
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-062-30-510-000000-25F10	$32,276.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04N-062-30-510-000000-25F10	$1,500.00
4	1	1	3		Snacks or incentives for students	211-11-6499-04N-062-30-510-000000-25F10	$700.00
4	2	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-062-30-510-000000-25F10	$65,865.66
4	3	2	1		Snacks or incentives for students	211-11-6499-04N-062-30-510-000000-25F10	$1,655.00
						Sub-Total	$107,568.00
						Budgeted Fund Source Amount	$107,568.00
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-062-30-510-000000-25F10	$420.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2		Supplies and materials for parental involvement	211-61-6399-04L-062-30-510-000000-25F10	$1,074.00
4	2	1	2		Snacks for parents to promote participation	211-61-6499-04L-062-30-510-000000-25F10	$1,074.00
4	2	1	2		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-062-30-510-000000-25F10	$420.00
						Sub-Total	$2,988.00
						Budgeted Fund Source Amount	$2,988.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4		INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-062-11-243-000000-	$2,390.00
1	1	2	1		INSTRUCTION | REGIONAL ED SVC CTR SVCS	199-11-6239-XXX-062-11-243-000000-	$1,610.00
1	1	2	2		INSTRUCTION | MISC CONTRACTED SERVICES	199-11-6299-XXX-062-11-243-000000-	$2,400.00
1	1	3	1		INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-062-11-243-000000-	$2,100.00
2	1	1	1		INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-062-11-243-000000-	$3,000.00
						Sub-Total	$11,500.00
						Budgeted Fund Source Amount	$11,500.00
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		TRAVEL - STUDENT		$500.00
3	1	2	1		GENERAL SUPPLIES		$1,543.00
						Sub-Total	$2,043.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
					Budgeted Fund Source Amount		$2,043.00
					+/- Difference		$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5		INSTRUCTIONAL MATERIALS		$78.00
					Sub-Total		$78.00
					Budgeted Fund Source Amount		$78.00
					+/- Difference		$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5		Supplies and materials for instructional use	199-11-6399-001-062-24-243-000000-	$4,944.00
2	1	3	1		Supplies and materials for instructional use	199-11-6399-001-062-24-243-000000-	$3,944.00
3	1	1	1		Supplies and materials for instructional use	199-11-6399-001-062-24-243-000000-	$500.00
3	1	1	2		Supplies and materials for instructional use	199-11-6399-001-062-24-243-000000-	$600.00
						Sub-Total	$9,988.00
					Budgeted Fund Source Amount		$9,988.00
					+/- Difference		$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Technology - instruction	199-11-6396-001-062-25-243-000000	$3,936.00
						Sub-Total	$3,936.00
					Budgeted Fund Source Amount		$3,936.00
					+/- Difference		$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5		SCHOOL LEADERSHIP | FURN&EQUIP < $5000	199-23-6398-XXX-062-99-243-000000-	$3,916.00
1	1	1	5		SCHOOL LEADERSHIP | TECHNOLOGY < $5000	199-23-6396-XXX-062-99-243-000000-	$2,000.00
1	1	1	6		INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-062-99-243-000000-	$2,000.00
1	1	2	3		SCHOOL LEADERSHIP | MISC CONTRACTED SERVICES	199-23-6299-XXX-062-99-243-000000-	$4,500.00
4	1	1	4		GUIDANCE & COUNSELING SVC | GENERAL SUPPLIES	199-31-6399-XXX-062-99-243-000000-	$1,500.00
4	2	1	2		SECURITY AND MONITORING | EXTRA DUTY - PROFESSIONAL	199-52-6116-XXX-062-99-243-000000-	$300.00
4	3	1	1		SCHOOL LEADERSHIP | TRAVEL - STUDENT	199-23-6412-XXX-062-99-243-000000-	$400.00
4	3	1	1		SCHOOL LEADERSHIP | MISC CONTRACTED SERVICES	199-23-6299-XXX-062-99-243-000000-	$3,500.00
4	3	2	1		SCHOOL LEADERSHIP | GENERAL SUPPLIES	199-23-6399-XXX-062-99-243-000000-	$156.00
						Sub-Total	$18,272.00
						Budgeted Fund Source Amount	$18,272.00
						+/- Difference	$0.00
						Grand Total Budgeted	$156,373.00
						Grand Total Spent	$156,373.00
						+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/202024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024