

Fort Worth Independent School District
087 IM Terrell Academy For STEM
2024-2025 Campus Improvement Plan

Accountability Rating: A



I. M. TERRELL
ACADEMY FOR STEM AND VPA

Mission Statement

Mission:

The mission of I.M. Terrell Academy for STEM and VPA is to advance the legacy of progressive education through the collaborative integration of distinct disciplines to cultivate and empower global, visionary leaders.

Vision

Vision:

To create a learning environment that will *develop & nurture artistic talents, creative thinkers & innovative problem solvers* who will change the global landscape for generations to come.

Value Statement

Core Beliefs:

We believe the I.M. Terrell family will embody:

Pride in ourselves, school, and community.

Apprenticeship with integrity and excellence.

Nurturing the humanity of self and others;

Truth as our compass;

Honoring our history as we write our future;

Engagement in classroom, community, and craft; and

Resilience through adversity and challenges.

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Comprehensive Needs Assessment

Revised/Approved: April 1, 2024

Demographics

Demographics Summary

I.M. Terrell Academy for STEM & VPA is a four-year high school that has Programs of Choice that focuses on

Science Technology Engineering Math - STEM

- Computer Science
- Engineering/Robotics

Visual Performing Art - VPA

- Visual Arts
- Dance
- Theatre
- Choir
- Orchestra/Band
- Piano

I.M. Terrell Academy for STEM & VPA is a four-year-old, 9-12 campus in Fort Worth ISD, located in Fort Worth, Texas. Fort Worth has a very diverse population that brings families together from all backgrounds, races, and ethnicities. Our campus represents students from over 50 middle schools across Fort Worth and surrounding areas. Students can apply to I.M. Terrell Academy to focus on one of our Programs of Choice. Our campus currently has a placement process for incoming freshmen and sophomores wanting to be in one of the VPA programs. We do not have academic requirements for students to attend I.M. Terrell Academy. However, we offer rigorous academic courses and acceleration opportunities for those students who want to pursue those classes. We aim to ensure that our students are college and career-ready for an apprenticeship during and after graduation from I.M. Terrell Academy. Our current enrollment for grades 9-12 is at 477 apprentices which will increase for the 2024-2025 school year.

The goal is to add 130-150 new apprentices to our current enrollment. I.M. Terrell has a very diverse student population that consists of:

- Asian 2.2%
- Black/AA 21.97%
- Hispanic 41.6%
- Two or More 2%

- White 32%

Our attendance rate has averaged around 95% in our district. The strong partnership we are building with our parents contributes to these results. Our student population also includes

- Emergent Bilingual (9.9%)
- GT (71.3%)

Demographics Strengths

I.M. Terrell Academy has many strengths. Some of those areas include:

1. Diverse student population (culturally rich, (9.9%) Emergent Bilingual, (71.3%) identified GT, 100% of students pursuing specialized interest pathway)
2. Rigorous academic offerings with specialized areas geared towards students' interests.
3. Dedicated and committed families looking for a quality education without having to pay for it.
4. A safe and nurturing learning environment that is accepting of all apprentices regardless of race, ethnicity, or gender.

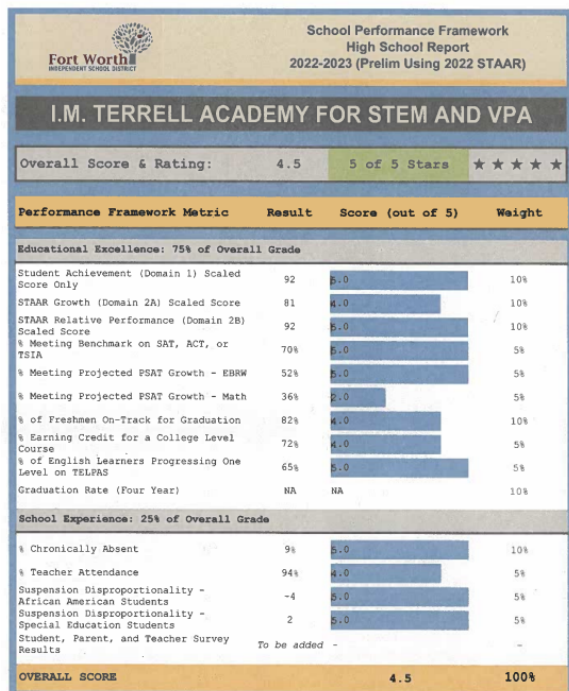
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are seeing an increase in our Special Education, Emergent Bilingual and 504 student populations that is creating a challenge in servicing these students to meet their academic needs. We are also seeing an increase in our at-risk population that is resulting in more academic, and social-emotional challenges as well.

Root Cause: We have two Sp. Ed teachers and our numbers are growing faster than staffing can keep up.

Student Learning

Student Learning Summary



2022-2023 School Performance Framework

<https://docs.google.com/spreadsheets/d/1BJUbyPftjormwLdpmZLCO4wYRs6jcCp8/edit?usp=sharing&ouid=117401735536452890381&rtpof=true&sd=true>

Student Learning Strengths

Student Learning Strengths

Students possess a high level of individual drive to develop their passion for any profession.

- Most students are highly engaged in the teaching and learning that is taking place.
- Students are adaptable to a wide range of learning environments.
- Many students are capable of exponential growth in their areas of study.
- Our students benefit from kinesthetic learning that allows students to better connect to their work.

- Our students holistically do a good job of transferring and connecting information from class to class.
- Our students' diverse backgrounds create a rich learning environment and campus community that enables our students to grow academically and socially.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. **Root Cause:** Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Instructional Processes: Every teacher will have a classroom CANVAS page and upload lesson plans into the campus CANVAS page weekly.

STEM (P-TECH) majors will be enrolled in dual-credit courses through Tarrant County College.

All students will receive English and Social Studies through mandatory Humanities courses. Other core areas follow AP, OnRamps, teacher-driven, or district curricula.

Loss of three key personnel positions will result in massive position reorganization for all leadership positions on campus. (Positions lost: Freshman Success Coach; CCMR - Coach; Intervention Specialist)

Organizational Processes: Better scheduling of both teacher and student schedules

Administrative Processes: Communication in FOCUS using Weekly Success Logs and/or Branching Minds.

Distributive Leadership: Teachers appointed as Grade Level Leads to monitor student's BAG (behavior, attendance, & grades) and plan Advisory lessons, assemblies, and competitions.

Creating, developing, and nurturing community partnerships that will benefit the apprentices and the programs.

Programs:

Unique Humanities Curriculum

Unique Dance Programs

Unique STEM Programs - EYW - Engineering Your World (UT Austin), completed the planning year for the T-STEM initiative and will be getting a new cohort of apprentices for the T-STEM dual credit pathway

Unique Freshman Onboarding programs and classes. (Panther Camp, Summer Bridge, & AVID)

Consistent collaboration across departments on the campus.

Collaboration with community partners in areas that align with specific program or content.

School Processes & Programs Strengths

School Processes & Programs Strengths

Well-Defined Curriculums Across ALL Content Areas:

Geared toward college readiness and aligned with academic standards.

Comprehensive, challenging, and meets the needs of diverse learners (*we need to do better at scaffolding to truly meet the needs of ALL students*)

Quality Teaching

Highly motivated teachers who prioritize their professional growth and seek out opportunities to improve

They seek opportunities to enhance their teaching strategies, instructional methods, and content knowledge

They are always looking for high-quality teaching strategies and best practices to bring back to the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Adequate personnel to implement our campus routines, protocols, and procedures. We need consistent processes and programs to continue to promote a positive school culture and meet the needs of all students to achieve academic success **Root Cause:** We have limited resources to fully address the diverse social, emotional, and academic needs of all students. Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Perceptions

Perceptions Summary

I. M. Terrell Academy perceptions include:

- All students are high performing students with high academic abilities.
- The school was designed to attract a certain student population and not included in.
- Only high achieving students can meet the academic rigor offered here at I. M. Terrell Academy.
- Students should **automatically** be able to perform at the highest level at all times in all areas.
- I. M. Terrell Academy is an exclusive environment for only the GT students.
- I.M. Terrell Academy primarily caters to high-achieving students from privileged backgrounds. This leads to limited inclusivity and support for those students who face other challenges and require additional resources to succeed academically.

Perceptions Strengths

Strengths of I. M. Terrell Academy perceptions include:

- We are creating a more inclusive and diversified student body that represents our district and city.
- Our staff is going above and beyond to meet the needs of students coming to I. M. Terrell who need greater support.
- Teachers are willing to scaffold and individualize instruction to meet the needs of their apprentices.
- Our staff seeks out Professional Development beyond what is required by the district.
- Students and teachers are viewed as leaders and trailblazers in the district, state, and national achievement.
- Upper Classmen Students are seeing that the rigor they have experienced is beneficial in their extracurricular and professional lives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are starting to see more learning gaps from some of our incoming students as we grow and a more diverse learning population. **Root Cause:** There is a perception that campuses like I. M. Terrell do not need as much support or resources to maintain the level of instructional, and operational excellence needed to meet the needs of all students on the campus. We are not afforded all the resources of a traditional campus but, we are expected to operate and do all the things that happen on a traditional campus.

Priority Problem Statements

Problem Statement 1: We are seeing an increase in our Special Education, Emergent Bilingual and 504 student populations that is creating a challenge in servicing these students to meet their academic needs. We are also seeing an increase in our at-risk population that is resulting in more academic, and social-emotional challenges as well.

Root Cause 1: We have two Sp. Ed teachers and our numbers are growing faster than staffing can keep up.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels.

Root Cause 2: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We are starting to see more learning gaps from some of our incoming students as we grow and a more diverse learning population.

Root Cause 3: There is a perception that campuses like I. M. Terrell do not need as much support or resources to maintain the level of instructional, and operational excellence needed to meet the needs of all students on the campus. We are not afforded all the resources of a traditional campus but, we are expected to operate and do all the things that happen on a traditional campus.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- 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 9th and 10th students who meet the grade level benchmark in reading on PSAT from 491 to 570 by May 2025. 9-11 (PSAT Results - Fall 2023)

ENG.1 - Move Meets from 78% to 90% by June 2025. Move Masters from 33% to 45% by June 2025.

Increase the percentage of African American students or the group most marginalized by instruction on our campus (gender, race, program, other) from 64% to 80% by May 2025. Move EB from 50% to 70% & Sp. Ed from 67% to 77%.

Evaluation Data Sources: CCMR: PSAT Data Fall 2023/ Benchmark Data/ Classroom Data/ STAAR Data

Strategy 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will be used by teachers to modify and scaffold lessons to deliver the best instruction needed to meet student needs. Also, provide tutoring opportunities for students who need additional support.

Strategy's Expected Result/Impact: Increase student academic success while raising the scores for our students being assessed in those areas.

Staff Responsible for Monitoring: Admin/Teachers/ Counselors/PSS

Title I:

2.4

- TEA Priorities:

Connect high school to career and college

- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support.</p> <p>Use AI detection software to support teachers and students in upholding integrity when they are doing their work.</p> <p>Intended Audience: Teachers and Admin.</p> <p>Provider / Presenter / Person Responsible: Admin & Teachers</p> <p>Date(s) / Timeframe: Aug.2024 -May 2025</p> <p>Collaborating Departments: All Departments</p> <p>Delivery Method: PLC/Classroom Instruction & PD</p> <p>Funding Sources: Tutors - TITLE I (211) - 211-11-6117-04N-087-30-510-000000-25F10 - \$3,000, Planning - TITLE I (211) - 211-11-6116-04N-087-30-510-000000-25F10 - \$3,000, Professional Development - TITLE I (211) - 211-13-6299-04N-087-30-510-000000-25F10 - \$2,000, Classroom Materials and Resources - TITLE I (211) - 211-11-6399-04N-087-30-510-000000-25F10 - \$5,000, Library Books - TITLE I (211) - 211-12-6329-04N-087-30-510-000000-25F10 - \$1,000, AI Detection Software - UNDISTRIBUTED (199 PIC 99) - 199-36-6499-XXX-087-99-243-000000- - \$1,462</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

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 2: Increase the percentage of first-time testers scoring Masters on STAAR English I from 33% to 45% by June 2025.

Evaluation Data Sources: January 2024 Interim Assessment English I

Strategy 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support.

Strategy's Expected Result/Impact: Increase student academic success while raising the scores for our students being assessed in those areas.

Staff Responsible for Monitoring: Teachers and administrators

Summative Evaluation: Some Progress Made Toward Strategy

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use classroom, district, state, and national data points to identify strengths and weaknesses in student learning. This will then be used by teachers to modify and scaffold lessons to deliver the best TIER 1 instruction needed to meet student needs and increase local and national assessment outcomes. Also, provide tutoring opportunities for students who need additional support</p> <p>Intended Audience: Teachers and administrators Provider / Presenter / Person Responsible: Teachers and administrations Date(s) / Timeframe: August, 2024 - May, 2025 Collaborating Departments: All Departments Delivery Method: PLC/Classroom Instruction & PD</p> <p>Funding Sources: Additional supplemental resources for Humanities (Staff and Students) - BASIC (199 PIC 11) - 199-11-6329-XXX-087-11-243-000000- - \$2,500, Bilingual Ed. Support - BEA (199 PIC 25) - 199-11-6329-001-087-25-243-000000 - \$434, - GT (199 PIC 21) - \$3,389, - BASIC (199 PIC 11) - 199-11-6116-XXX-087-11-243-000000- - \$1,445, - CTE (199 PIC 22) - \$3,000, - CTE (199 PIC 22) - \$1,500, - CTE (199 PIC 22) - \$1,128</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

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 3: Increase the percentage of first-time testers who score at Meets or above on STAAR/Benchmark English II from 90% to 95% by May 2025.

Evaluation Data Sources: January 2024 Interim Assessment English I I

Strategy 1: Use data from the current year's assessments to monitor the students that fall within the Meets or Above category and incorporate accelerated learning strategies to help close any learning gaps identified.


Strategy's Expected Result/Impact: Increase in English II scores for those students to move us to 95%


Staff Responsible for Monitoring: Admin/ Teachers


Summative Evaluation: Some Progress Made Toward Strategy


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use data from the current year's assessments to monitor the students that fall within the Meets or Above category and incorporate accelerated learning strategies to help close any learning gaps identified</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-087-24-243-000000- - \$2,448, Woods/Humbles - SPED (199 PIC 23) - \$1,000, - SPED (199 PIC 23) - \$445, - SPED (199 PIC 23) - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

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 of 9th-grade students who meet the grade level benchmark in mathematics on Alg.1 EOC from 51% to 70% by May 2025.

Focus on the following subpopulations:

Move AA from 27% to 70% Meets

Move EB from 50% to 70% Meets

Move Sp. Ed from 33% to 70% Meets

Evaluation Data Sources: EOC Data 2023-2024

District Benchmark

Classroom Data

Strategy 1: Increase the percentage of Eco-Dis testers who score at Meets or above on STAAR Algebra I from 51% to 70% by May 2025. And the percentage of African American students or groups most marginalized by instruction on our campus (gender, race, program, other) from 27% to 70% by May 2025. Also, we would like to increase our overall mastery rate from 33% to 40% by May 2025.

Strategy's Expected Result/Impact: STARR Summary Report/ Benchmarks/ Classroom Data Sources

Staff Responsible for Monitoring: Admin/Teachers/ Counselors/PSS

Title I:

2.4, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Assess current Algebra I student data; use that data to determine students needing additional support; develop a tutoring plan to accelerate students learning and close achievement gaps by May, 2025.</p> <p>Intended Audience: Administration/Teachers/Parents/Students</p> <p>Provider / Presenter / Person Responsible: Administration/Teachers/Parents/Students</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: All Departments</p> <p>Delivery Method: Classroom instruction; small group pull outs</p> <p>Funding Sources: Classroom and Afterschool Resources - TITLE I (211) - 211-11-6399-04N-087-30-510-000000-25F10 - \$2,000, Extra Tutoring - TITLE I (211) - 211-11-6116-04N-087-30-510-000000-25F10 - \$2,000, Professional Development - TITLE I (211) - 211-13-6116-0PD-087-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

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 2: Increase the percentage of first-time testers who score at Meets or above on STAAR Algebra I by 15% by May 2025.

High Priority





Evaluation Data Sources: Map Growth from 2023-24 and 2024-25 school year; Algebra I STAAR 2023-24 as a benchmark for growth in the Spring 2024 and Spring 2025; Teacher data from benchmarks and assessments

Strategy 1: Increase the percentage of first-time testers who score at Meets or above on STAAR Algebra I by 15% by May 2025.

Strategy's Expected Result/Impact: Increase in students scores for Algebra I and close the learning gap for our most marginalized group of students

Staff Responsible for Monitoring: Teachers/ Admin

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Increase in students scores for Algebra I and close the learning gap for our most marginalized group of students Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Department Delivery Method: Classroom Funding Sources: Materials and Software - TITLE I (211) - 211-11-6329-04N-087-30-510-000000-25F10 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 68% to 100% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 70.33% to 100% by May 2025.

Evaluation Data Sources: None

Strategy 1: Create and use a system to track our seniors to ensure that they are meeting their CCMR indicators and auditing their transcripts to make sure they are not only on track to graduate but also to meet the required CCMR indicators requirements.

Strategy's Expected Result/Impact: Increase in CCMR Outcome for graduating seniors.

Staff Responsible for Monitoring: Admin/ Counselors/ PSS

Title I:

2.4, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create and use a system to track our seniors to ensure that they are meeting their CCMR indicators and auditing their transcripts to make sure they are not only on track to graduate but also to meet the required CCMR indicators requirements.</p> <p>Intended Audience: All students/parents Provider / Presenter / Person Responsible: Counselors/PSS/Administration Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: All Departments Delivery Method: In class presentations/student pullouts</p> <p>Funding Sources: Snacks for Tutoring - TITLE I (211) - 211-11-6499-04N-087-30-510-000000-25F10 - \$2,000, Extra Duty - TITLE I (211) - 211-11-6121-04N-087-30-510-000000-25F10 - \$2,000, Transportation Cost - TITLE I (211) - 211-11-6412-04N-087-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create and use a system to track our seniors to ensure that they are meeting their CCMR indicators and auditing their transcripts to make sure they are not only on track to graduate but also to meet the required CCMR indicators requirements.	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. Root Cause: Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 68% to 100% by June 2025.

Performance Objective 2: Decrease the percentage of Grade 9 students "Off Track" from 17% to <10% by May 2025.

Evaluation Data Sources: Freshman Tracker Portal

Strategy 1: Identify and create a support plan for our (Vulnerable) and (High Risk) freshman population so that they don't get off track.

Strategy's Expected Result/Impact: Decrease freshman failure and keep them on track toward graduation.

Staff Responsible for Monitoring: Administrators/Counselors/Teachers/PSS





Title I:

2.6

- **TEA Priorities:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Identify and create a support plan for our (Vulnerable) and (High Risk) freshman population so that they don't get off track.</p> <p>Intended Audience: At-Risk Student Population</p> <p>Funding Sources: - TITLE I (211) - 211-61-6399-04L-087-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: We are seeing an increase in our Special Education, Emergent Bilingual and 504 student populations that is creating a challenge in servicing these students to meet their academic needs. We are also seeing an increase in our at-risk population that is resulting in more academic, and social-emotional challenges as well. Root Cause: We have two Sp. Ed teachers and our numbers are growing faster than staffing can keep up.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 68% to 100% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 and have shown growth by the end of the school year from 81% to 90% by May 2025.

Evaluation Data Sources: District and State Data Sources

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 68% to 100% by June 2025.





Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or PSAT criteria for CCMR from 65% to 80% by May 2025.

Evaluation Data Sources: College Board, Accuplacer and TEA data

Strategy 1: Create a tutoring program to support our 11th and 12th graders so that we can increase our scores and impact CCMR.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: admin/ teacher leaders

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a tutoring program to support our 11th and 12th graders so that we can increase our scores and impact CCMR.</p> <p>Funding Sources: PSAT/SAT Study Material - UNDISTRIBUTED (199 PIC 99) - 199-36-6329-XXX-087-99-243-000000- - \$1,500, - UNDISTRIBUTED (199 PIC 99) - 199-36-6121-XXX-087-99-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 68% to 100% by June 2025.

Performance Objective 5: Increased Professional Development opportunities for staff so that they get the instructional knowledge and tools needed to meet the needs of all students.





Evaluation Data Sources: Student performance data in all areas.

Strategy 1: Increased Professional Development opportunities for staff so that they get the instructional knowledge and tools needed to meet the needs of all students.

Strategy's Expected Result/Impact: See personal growth in every child
 Social/ Emotional needs being met in every child
 Academic growth & success in every child

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Properly assess the needs of our students and tailor support for teachers and staff to acquire the skills needed to meet our students' needs.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Funding Sources: PD & Conferences for Staff - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-087-99-243-000000- - \$5,000, Dues for Educational Professional Services - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-087-99-243-000000- - \$1,000, Travel to Conferences - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-087-99-243-000000- - \$5,000, Technology - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-087-99-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. **Root Cause:** Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.

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 students who have excessive absences (1 or more courses below 90% attendance) from 8% to 4% by May 2025.

Evaluation Data Sources: Attendance Data

Strategy 1: Create more opportunities to engage and educate our parents on the things that are happening on the campus and how they can support the goals of the campus.

Strategy's Expected Result/Impact: Better relationships between school and parents so that we can collaborate more on supporting student needs.

Staff Responsible for Monitoring: None





Title I:

4.1, 4.2

- **TEA Priorities:**

Connect high school to career and college

Action Step 1 Details	Reviews			
<p>Action Step 1: Create videos and opportunities after school for students and parents to educate themselves about keeping up with their attendance and grades.</p> <p>Intended Audience: Students/parents/teachers</p> <p>Provider / Presenter / Person Responsible: Administrators/Counselors/PSS/Teachers</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: All Departments</p> <p>Delivery Method: Technology/In person trainings</p> <p>Funding Sources: Extra Duty Pay Campus Monitor/ SRO/Attendance Recovery - TITLE I (211) - 211-11-6121-04N-087-30-510-000000-25F10 - \$4,500, - BASIC (199 PIC 11) - 199-11-6396-XXX-087-11-243-000000- - \$2,117, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-087-99-243-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: Increase positive response by students to the learning environment on the climate survey from 55% to 80% by May 2025.

Evaluation Data Sources: School Climate Survey

Strategy 1: Create intermittent checkpoints throughout the year to allow students and staff to provide real-time feedback on improving the learning environment.

Strategy's Expected Result/Impact: Allows students/staff to have more voice on how to cultivate and sustain a positive learning environment.

Staff Responsible for Monitoring: Counselors/Administration/Teachers

Title I:

4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create intermittent checkpoints throughout the year to allow students and staff to provide real-time feedback on improving the learning environment.</p> <p>Intended Audience: Faculty/ Staff/ Students</p> <p>Provider / Presenter / Person Responsible: Admin/Faculty/ Staff</p> <p>Date(s) / Timeframe: Aug. 2024 - May 2025</p> <p>Collaborating Departments: ALL</p> <p>Funding Sources: 0FD Funds for Staff for the year - BASIC (199 PIC 11) - 199-11-6499-XXX-087-11-243-000000- - \$3,600</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Many students at I.M. Terrell Academy struggle to keep pace with the academic demands due to poor time management and ineffective prioritization of their tasks. This is leading to more failures that are causing increased anxiety and higher stress levels. **Root Cause:** Students are not equipped with the proper tools or training to manage their time effectively to meet their academic goals. Academic measures used may not be a true reflection of student knowledge and ability.

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 number of out-of-school suspensions for ALL students, regardless of who the student group representation on our campus (gender, race, program, other) from 30 to <20 by May 2025.

Evaluation Data Sources: FOCUS Discipline Referral source
Branching Minds Data

Strategy 1: Create a mentor program that will enable them to tap into the necessary support they will need to be successful.

Strategy's Expected Result/Impact: Decrease discipline issues and concerns

Staff Responsible for Monitoring: All faculty and staff members





Title I:

2.6

- TEA Priorities:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create a mentor program that will enable them to tap into the necessary support they will need to be successful.	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: We are seeing an increase in our Special Education, Emergent Bilingual and 504 student populations that is creating a challenge in servicing these students to meet their academic needs. We are also seeing an increase in our at-risk population that is resulting in more academic, and social-emotional challenges as well. Root Cause: We have two Sp. Ed teachers and our numbers are growing faster than staffing can keep up.</p>

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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 60% to 80_% by May 2025.

Evaluation Data Sources: District Parent Survey on Engagement





Strategy 1: Create and host at least one event/activity for parents every six weeks of the school year to engage them in the campus and the learning community.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Leadership Team (Teacher Sponsors)/Administration

Title I:

4.1, 4.2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create and host at least one event/activity for parents every six weeks of the school year to engage them in the campus and the learning community.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Counselors/PSS/Admin</p> <p>Funding Sources: Family Engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-087-30-510-000000-25F10 - \$1,329, Family Engagement - TITLE I (211) - 211-61-6499-04L-087-30-510-000000-25F10 - \$231.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Create and host at least one event/activity for parents every six weeks of the school year to engage them in the campus and the learning community.

Strategy's Expected Result/Impact: Increase parent engagement and more support for the campus.

Staff Responsible for Monitoring: admin/staff

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Tutors	Tutors with degree or certified	211-11-6117-04N-087-30-510-000000-25F10	\$3,000.00
1	1	1	1	Classroom Materials and Resources	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-25F10	\$5,000.00
1	1	1	1	Professional Development	Contracted professional development	211-13-6299-04N-087-30-510-000000-25F10	\$2,000.00
1	1	1	1	Library Books	Reading materials for library use	211-12-6329-04N-087-30-510-000000-25F10	\$1,000.00
1	1	1	1	Planning	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-087-30-510-000000-25F10	\$3,000.00
2	1	1	1	Professional Development	Extra duty pay for PD after hours	211-13-6116-0PD-087-30-510-000000-25F10	\$1,500.00
2	1	1	1	Extra Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-087-30-510-000000-25F10	\$2,000.00
2	1	1	1	Classroom and Afterschool Resources	Supplies and materials for instructional use	211-11-6399-04N-087-30-510-000000-25F10	\$2,000.00
2	2	1	1	Materials and Software	Reading materials & Software for classroom use	211-11-6329-04N-087-30-510-000000-25F10	\$1,000.00
3	1	1	1	Extra Duty	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-087-30-510-000000-25F10	\$2,000.00
3	1	1	1	Transportation Cost	Transportation costs for students	211-11-6412-04N-087-30-510-000000-25F10	\$4,000.00
3	1	1	1	Snacks for Tutoring	Snacks or incentives for students	211-11-6499-04N-087-30-510-000000-25F10	\$2,000.00
3	2	1	1		Supplies and materials for parental involvement	211-61-6399-04L-087-30-510-000000-25F10	\$1,500.00
4	1	1	1	Extra Duty Pay Campus Monitor/ SRO/Attendance Recovery	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-087-30-510-000000-25F10	\$4,500.00
4	4	1	1	Family Engagement	Snacks for parents to promote participation	211-61-6499-04L-087-30-510-000000-25F10	\$231.20

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$34,731.20
Budgeted Fund Source Amount							\$34,731.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Engagement	Supplies and materials for parental involvement	211-61-6399-04L-087-30-510-000000-25F10	\$1,329.00
Sub-Total							\$1,329.00
Budgeted Fund Source Amount							\$1,329.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Additional supplemental resources for Humanities (Staff and Students)	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-087-11-243-000000-	\$2,500.00
1	2	1	1		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-087-11-243-000000-	\$1,445.00
4	1	1	1		INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-087-11-243-000000-	\$2,117.00
4	2	1	1	OFD Funds for Staff for the year	INSTRUCTION MISC OPERATING COSTS	199-11-6499-XXX-087-11-243-000000-	\$3,600.00
Sub-Total							\$9,662.00
Budgeted Fund Source Amount							\$9,662.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		GENERAL SUPPLIES		\$3,389.00
Sub-Total							\$3,389.00
Budgeted Fund Source Amount							\$3,389.00

GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1		EXTRA DUTY - PROFESSIONAL		\$1,500.00	
1	2	1	1		GENERAL SUPPLIES		\$3,000.00	
1	2	1	1		DUES		\$1,128.00	
							Sub-Total	\$5,628.00
							Budgeted Fund Source Amount	\$5,628.00
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1		TRAVEL - EMPLOYEE ONLY		\$600.00	
1	3	1	1	Woods/Humbles	EXTRA DUTY - PROFESSIONAL		\$1,000.00	
1	3	1	1		GENERAL SUPPLIES		\$445.00	
							Sub-Total	\$2,045.00
							Budgeted Fund Source Amount	\$2,045.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-087-24-243-000000-	\$2,448.00	
							Sub-Total	\$2,448.00
							Budgeted Fund Source Amount	\$2,448.00
							+/- Difference	\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Bilingual Ed. Support	Reading materials - instruction	199-11-6329-001-087-25-243-000000	\$434.00
Sub-Total							\$434.00
Budgeted Fund Source Amount							\$434.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	AI Detection Software	COCURRICULAR/ EXTRACURRIC MISC OPERATING COSTS	199-36-6499-XXX-087-99-243-000000-	\$1,462.00
3	4	1	1		COCURRICULAR/ EXTRACURRIC EXTRA DUTY/OT - SUPPORT	199-36-6121-XXX-087-99-243-000000-	\$2,000.00
3	4	1	1	PSAT/SAT Study Material	COCURRICULAR/ EXTRACURRIC OTHER READING MATERIALS	199-36-6329-XXX-087-99-243-000000-	\$1,500.00
3	5	1	1	Technology	SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-087-99-243-000000-	\$2,000.00
3	5	1	1	Travel to Conferences	SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-087-99-243-000000-	\$5,000.00
3	5	1	1	Dues for Educational Professional Services	SCHOOL LEADERSHIP DUES	199-23-6495-XXX-087-99-243-000000-	\$1,000.00
3	5	1	1	PD & Conferences for Staff	STAFF DEVELOPMENT MISC CONTRACTED SERVICES	199-13-6299-XXX-087-99-243-000000-	\$5,000.00
4	1	1	1		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-087-99-243-000000-	\$2,500.00
Sub-Total							\$20,462.00
Budgeted Fund Source Amount							\$20,462.00
+/- Difference							\$0.00
Grand Total Budgeted							\$80,128.20
Grand Total Spent							\$80,128.20

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- 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	8/21/2024
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