

Fort Worth Independent School District
015 Western Hills High School
2024-2025 Campus Improvement Plan



Mission Statement

We will empower students through coaching and mentoring, to take ownership of their learning in order to improve student achievement.

Vision

Western Hills High School is a safe environment where everyone is accepted and included, that challenges the school and community to be their best, inspires innovation and achievement, and fosters the creation of a well-rounded experience for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Western Hills High School is a community of about 900 students. The school is considered a neighborhood school and has been serving this community for more than 50 years. There have been changes in the demographics over the years, however, there is little change in the last 3-5 years. Currently, our demographic breakdown of students is 37% African American, 47% Hispanic, and 10% White. 87% of our students are economically disadvantaged. We also have 13% of our students who qualify and are identified for special education services and 26% of our students are identified as Emergent Bilingual. Our mobility rate continues to be considerably higher than the district and state at 28% currently. Other defining traits of our students are that many of them work to help support their families.

Our campus has several support systems in place for our students, including Project Reach, Stay in School Coordinator, GoCenter, an Intervention Specialist and our very own non-profit run by WHHS alumni (Cougar Pride Alliance). Other support systems in the community include LVTRise which helps provide affordable housing as well as addresses other community needs and many churches in the surrounding 2 mile radius.

Our community is surrounded by single family homes with families who have been in the community for decades. Therefore, several of the surrounding homes have retired people or people with adult children residing in them. There are also many low income apartment housing options in our surrounding area which draw many families with children, many of whom are from various areas inside and outside the US. There are few thriving businesses in the surrounding area and many are auto related.

We provide other FWISD Gold Seal Programs for students in our district (Computer Services and Support, Information Technology). We have applied to be an Early College High School and will be in the planning phase during the 2024-2025 school year. We have a committed staff who invest in our students.

Demographics Strengths

Strengths:

- Committed Staff
- Highly Qualified teachers and low turnover rate
- Veteran teachers with experience
- Neighborhood school
- CCMR Increase by double digits each year
- Support systems for students and families inside the campus as well as in the community (LVT Rise, Cougar Pride Foundation, many churches, etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase of students who lost credit in one or more classes in the first semester (fall 2023) due to attendance. The highest grade level to lose credit was 10th grade. Suspensions due to disciplinary concerns also plays a part in the increase of absences. **Root Cause:** There needs to be a system of early interventions among attendance committee, attendance clerk, and teachers.

Problem Statement 2 (Prioritized): According to Focus, we have seen a 31% increase in student discipline based on the number of referrals received from the beginning of school to February 23rd (22/23: 674 vs 23/24: 887). 184- RTI & 703 Office Referrals. 74% of all referrals belong to African American students. **Root Cause:** There is a need for more social emotional learning to help mitigate some behaviors. Mentor groups that extend to the student body and not just targeted groups. There is also a need for culturally relevant relationship building to bridge the gap between teachers and students.

Student Learning

Student Learning Summary

Western Hills HS is a campus that has its fair share of challenges such as many of our student population is identified as economically disadvantaged (87%), we report a much higher mobility rate than of the district or state (28%) and recognize that our drop-out rate is much too high for comfort but is decreasing (3.9%). The data also displays a need to focus on the ELAR and Algebra 1, with an added emphasis for our English Language Learners and special education students. Our RDA did not meet expectations for Algebra 1, English 1 and English 2 for SpEd students.

There is also plenty to celebrate here at Western Hills HS. That very same data will show that 83% of 2022 graduates walked the stage on time according to the four-year longitudinal data, which was a slight decrease from the previous year. The percentage of students deemed college ready displayed a double-digit gain to 63.9%, while 88% of seniors are CCMR ready (higher than the FWISD average). There are many nonacademic celebrations as well. Our fine arts department continues to grow and show improvement at UIL, with three choir students making All-State Choir. TAFE sent 12 students to state competition.

Student Learning Strengths

- US History scores remain consistent from 2022 to 2023 in the areas of Approaches, Meets & Masters
- Double digit gains in CCMR
- Increased percentage of OnRamps passing grades for FWISD.
- High percentage of students passing the IBC.
- Dual Credit enrollment remains consistent from 95 in 2022-23 to 87 students in 2023-2024. Went from 2 students receiving an Associated Degree to seven in 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II. **Root Cause:** Previous year had an English 2 teacher leave early in the year. Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions. Inclusion teachers are not in PLC to plan with English teachers.

Problem Statement 2: We have a double-digit regression in our percentage of African American and our economically disadvantaged students being on "track" in 9th grade. Our repeat 9th grade percentage is well below district average for being "on track." **Root Cause:** There is lack of student-centered practices within the instructional cycle to keep students engaged in the content. There is not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

School Processes & Programs

School Processes & Programs Summary

Here at Western Hills we place a value on including all voices in building our organization. Whether we're recruiting, selecting, or growing our professional staff, input from faculty and staff are weighed in the decision making. An example of this is through panel interviews in teacher selection, stay conversations with high quality teachers, and teacher input in placements of teaching subjects. In addition, teachers are included in determining professional development topics and methods. Historically at Western Hills High School, we have enjoyed a low turnover rate of our high quality teachers.

We have a leadership team in place that meets monthly to discuss school policies and professional development. Teachers are skilled at reviewing and interpreting their data for overall trends.

Our advanced academic program, includes dual credit, UT OnRamps and AP and has welcomed students from any background with an interest in pursuing rigorous college level courses. We have had a focus on student centered practices to increase engagement and student participation in class. We have actively increased our academic dual credit programming as we plan to transition to becoming an early college high school.

Our data is showing an increase in EB students. We have experienced a statistically significant increase in At-Risk students. Given our data, our students continue to grow and improve on State standards. We have increased equity, access and opportunity for our students through our participation in T3, the TCU Advisors, College Advising Corp, college readiness testing (SAT, ACT, TSI, TX College Bridge) and AVID.

In response to low academic performance and high numbers of disciplinary issues among our students, we implemented a variety of mentoring programs including Link Crew, Diva Girls Group, Freshman Success Team, Cougar Success Academy on Saturdays and FWAS. We have included more segments on Cougar Broadcasting about grades, attendance, and college readiness.

Our teachers continue to show fidelity to the District Curriculum Framework, technology integration, and the FWISD Learning Frameworks.

School Processes & Programs Strengths

Strengths in WHHS processes and programs are many. WHHS has a low turnover rate among the certified teaching staff. Teachers have voice in recruitment, hiring and professional development. WHHS teachers and staff are skilled at developing relationships with students which results in timely supports and interventions, both academic and social emotional. WHHS teachers are knowledgeable and current within their content. Students are provided with many opportunities to be involved in and explore a variety of interests, both within academics and extra-curriculars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator. **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 2 (Prioritized): There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment. **Root Cause:** There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 10% of AA males and

7% of H males are "off track", meaning they failed 1 or more classes.

Perceptions

Perceptions Summary

The administration and staff of Western Hills High School strives to be a place where students feel safe, supported in attending classes daily, and intentionally strives towards every student achieving graduation. Those values and beliefs of improving student attendance, graduation rates, and student's perceptions of safety are referenced in our campus vision statements. In addition, we regularly and routinely utilize collections of data to remain accountable: evaluating areas of growth when we measure the rates of attendance, retention, and graduation. Our demographic data provides us with a snapshot of the student body population of 890, of which 87% of students are classified as Economically Disadvantaged. The ethnic breakdown of our campus shows that the majority of our student population are minorities, with 36% being African American, 47% Hispanic, and the remaining 37% demographic being Caucasian, Asian or two or more races. Our campus' attendance zone includes the Las Vegas Trail community, which is a historically low-income, high crime, and transient neighborhood. The campus mobility rate of 10% parallels the reality of the LVT community in that our students have higher than average withdrawals or transfers than the district and state rates of mobility. While WHHS's attendance rates show that we are on par with the district and state averages, our African American student populations fall below those average rates by 6%. While our campus staff values supporting all of our students in attaining graduation, the data continues to reflect that we have room for approximately 10% growth in attaining a 100% graduation rate. The Cougar Pride Alliance, and their alumni volunteers, exist on this campus to meet basic needs of our campus population. Their contribution to our campus has been significant in demonstrating that WHHS values meeting the physical needs of students with improving their social-emotional needs to improve the outcomes of daily attendance and academic performance. However, the results also provided us with feedback that the campus climate areas most negatively impacted revolve around their sense of belonging and engagement. Despite the socio-economic and academic challenges that our student population faces, the administration and staff of Western Hills High School continues to strive to support and hold students accountable to the expectations of academic excellence and attaining graduation. Western Hills High School has actively supported the renewal and growth of a functioning and growing booster club.

Perceptions Strengths

WHHS Cougar Pride Alliance makes daily efforts to care for SEL of our students and well-being of their families. This hard work has significantly improved building positive relationships in the community through partnerships with the Las Vegas Trail Rise Initiative, the community center, as well as access to food supply pick-ups in surrounding apartment complexes with high populations of our students.

There has been a renewed relationship and support from the Benbrook Mayor, community businesses, and partnerships.

All personnel at WHHS are making every effort to work together with students and families to ensure academic success, including obtaining grade and attendance recovery. In an effort to mentor students at high risk for behavior, academic and attendance issues, WHHS has initiated programs such as D.I.V.A.S., a mentorship program for girls, Freshman Success initiatives and programs, My Brother's Keeper, and Youth Advocate Programs, Inc.

Lastly, the Go Center will continue to create and advocate for positive climate and focus on college, post-secondary opportunities, and equitable futures for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years **Root Cause:** Expectations and processes are not fully explained, retained, and reiterated regularly to the incoming freshman. There's a lack of

alignment and relationship with our feeder Middle School.

Problem Statement 2 (Prioritized): WHHS has a 28% mobility rate which makes engaging parents in a meaningful partnership difficult. **Root Cause:** We lack a strong family engagement specialist or community coordinator to help reach out to families, promote events, communicate and support our feeder schools for alignment of services and student involvement.

Priority Problem Statements

Problem Statement 1: There is an increase of students who lost credit in one or more classes in the first semester (fall 2023) due to attendance. The highest grade level to lose credit was 10th grade. Suspensions due to disciplinary concerns also plays a part in the increase of absences.

Root Cause 1: There needs to be a system of early interventions among attendance committee, attendance clerk, and teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to Focus, we have seen a 31% increase in student discipline based on the number of referrals received from the beginning of school to February 23rd (22/23: 674 vs 23/24: 887). 184- RTI & 703 Office Referrals. 74% of all referrals belong to African American students.

Root Cause 2: There is a need for more social emotional learning to help mitigate some behaviors. Mentor groups that extend to the student body and not just targeted groups. There is also a need for culturally relevant relationship building to bridge the gap between teachers and students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II.

Root Cause 3: Previous year had an English 2 teacher leave early in the year. Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions. Inclusion teachers are not in PLC to plan with English teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator.

Root Cause 4: Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment.

Root Cause 5: There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 10% of AA males and 7% of H males are "off track", meaning they failed 1 or more classes.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years

Root Cause 6: Expectations and processes are not fully explained, retained, and reiterated regularly to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: WHHS has a 28% mobility rate which makes engaging parents in a meaningful partnership difficult.

Root Cause 7: We lack a strong family engagement specialist or community coordinator to help reach out to families, promote events, communicate and support our feeder schools for alignment of services and student involvement.

Problem Statement 7 Areas: Perceptions

Goals

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 27% to 35% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 20% by May 2025.

Evaluation Data Sources: CIP companion data/PSAT data

Strategy 1: 9th and 10th grade Social Studies teachers will focus on PSAT/SAT preparation in class. Teachers will monitor and track student data to ensure students are growing around SAT concepts.

Strategy's Expected Result/Impact: The number of students meeting grade level benchmark for PSAT will increase.

Staff Responsible for Monitoring: PSSS, World Geo and World History teachers, Admin over SS department.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The 9th and 10th grade SS teachers will be trained on how to use Khan Academy by the PSSS. They will build in time to do 2 lessons a week.</p> <p>Intended Audience: 9th and 10th grade teachers</p> <p>Provider / Presenter / Person Responsible: PSSS</p> <p>Date(s) / Timeframe: August</p> <p>Collaborating Departments: GT/CCMR</p> <p>Funding Sources: reading material - SCE (199 PIC 24) - 199-11-6329-001-015-24-243-000000- - \$2,000, supplies - SCE (199 PIC 24) - 199-11-6399-001-015-24-243-000000- - \$4,645</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator. **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

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 who score at Meets or above on STAAR English I from 34% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 40% by May 2025.

Evaluation Data Sources: STAAR data

Strategy 1: Improve high quality, rigorous tier 1 instruction in English I through a focus on student center practices, student voice/choice and classroom culture.

Strategy's Expected Result/Impact: Student's score will increase by at least 10% on the 2025 STAAR test

Staff Responsible for Monitoring: English I teachers, admin over ELAR, Dean of Instruction, Instructional Coaches, Reading teacher

Title I:





2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Use Title I teacher to help support instruction in the classroom with high need students. Intended Audience: Students Provider / Presenter / Person Responsible: Principal, teacher Date(s) / Timeframe: All year Collaborating Departments: FWISD ELAR Department Funding Sources: Teacher - TITLE I (211) - 211-11-6119-04N-015-30-510-000000-25F10 - \$69,025.01, Supplies for instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-015-11-243-000000- - \$9,125	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide PD around Lead4ward and DDI through weekly PLCs Intended Audience: English I Teachers Provider / Presenter / Person Responsible: Dean of Instruction, Instructional Coaches Date(s) / Timeframe: All year Delivery Method: PLC time Funding Sources: Subs for PD - TITLE I (211) - 211-11-6112-0PD-015-30-510-000000-25F10 - \$3,000, supplies for students - BASIC (199 PIC 11) - 199-11-6396-XXX-015-11-243-000000- - \$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>				

Strategy 2: Provide timely and targeted tutoring for students that are in need





Strategy's Expected Result/Impact: Increase students passing the courses and increase success rate on STAAR

Staff Responsible for Monitoring: Teachers

Title I:

2.4, 2.5

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide tutoring time after school and Saturdays. Intended Audience: 9th and 10th grade students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: all year Funding Sources: Tutoring funds - TITLE I (211) - 211-11-6116-04N-015-30-510-000000-25F10 - \$3,000, Subs for professional use - BASIC (199 PIC 11) - 199-11-6112-XXX-015-11-243-000000- - \$3,500	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

Problem Statement 1: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II. **Root Cause:** Previous year had an English 2 teacher leave early in the year. Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions. Inclusion teachers are not in PLC to plan with English teachers.

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 English II from 59% to 65% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 55% by May 2025.

Evaluation Data Sources: STAAR data

Strategy 1: Improve high quality, rigorous tier I instruction in English II through a focus on student center practices, student voice/choice and classroom culture.

Strategy's Expected Result/Impact: English II STAAR scores will increase by at least 10% overall and in the AA student group.

Staff Responsible for Monitoring: English II teachers

Admin over ELAR
Dean of Instruction
Instructional Coaches





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide PD around STAAR new question format, STAAR blueprint, ELAR standards (deconstructing TEKS), Lead4ward and DDI</p> <p>Intended Audience: English 2 teachers</p> <p>Provider / Presenter / Person Responsible: Dean Of Instruction AP over ELAR Instructional Coaches</p> <p>Date(s) / Timeframe: On-going</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PD in the PLC, FWISD PD</p> <p>Funding Sources: Summer Training for teachers - TITLE I (211) - 211-13-6411-04N-015-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide targeted tutoring for students</p> <p>Intended Audience: 9th and 10th grade students</p> <p>Provider / Presenter / Person Responsible: ELAR teachers</p> <p>Date(s) / Timeframe: all year</p> <p>Funding Sources: Saturday and after school tutoring - TITLE I (211) - 211-11-6116-04N-015-30-510-000000-25F10 - \$4,000, extra duty pay - BASIC (199 PIC 11) - 199-11-6116-XXX-015-11-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Train teachers on best practices with EB students</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: Seidlitz Education</p> <p>Date(s) / Timeframe: August PD</p> <p>Collaborating Departments: FWISD EB department</p> <p>Delivery Method: PD with teachers</p> <p>Funding Sources: PD around EB strategies - TITLE I (211) - 211-13-6299-04N-015-30-510-000000-25F10 - \$7,099.79, basic supplies for class - BEA (199 PIC 25) - 199-11-6399-001-015-25-243-000000 - \$2,006</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 3 Problem Statements:

Student Learning

Problem Statement 1: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II. **Root Cause:** Previous year had an English 2 teacher leave early in the year. Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions. Inclusion teachers are not in PLC to plan with English teachers.

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 and 10th students who meet the grade level benchmark in mathematics on PSAT from 13% to 20% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7% to 20% by May 2025.

Evaluation Data Sources: CIP Companion data

Strategy 1: Provide resources for PSAT review for 9th and 10th grade SS teachers

Strategy's Expected Result/Impact: Student data will increase on the grade level benchmark for PSAT

Staff Responsible for Monitoring: PSSS

9th and 10th grade SS teachers

Admin over SS department





Title I:

2.5, 2.6

- **TEA Priorities:**

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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 9th and 10th grade SS teachers will build in PSAT bell ringers using resources purchased.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: PSSS</p> <p>Date(s) / Timeframe: August PD week</p> <p>Collaborating Departments: GT department</p> <p>Funding Sources: PSAT review/prep materials - GT (199 PIC 21) - \$1,000</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 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator. **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 2: There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment. **Root Cause:** There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 10% of AA males and 7% of H males are "off track", meaning they failed 1 or more classes.

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 from 52% to 60% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 55% by May 2025.

Evaluation Data Sources: STAAR data

Strategy 1: Improve high quality, rigorous tier I instruction in Algebra through focus on student center practices and classroom culture.

Strategy's Expected Result/Impact: Student's Algebra scores will have double digit gains in all student groups

Staff Responsible for Monitoring: Dean of Instruction

AP over Math

Instructional Coaches

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Use Title I teacher to support and enrich instruction. Intended Audience: Students Provider / Presenter / Person Responsible: Principal and Title I teacher Date(s) / Timeframe: all year Funding Sources: Title I Teacher - TITLE I (211) - 211-11-6119-04N-015-30-510-000000-25F10 - \$62,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Attend summer conference around high performing high schools to build on and expand teachers skills Intended Audience: teachers, admin Provider / Presenter / Person Responsible: Model Schools or Innovative Schools Conference or Solution Tree Date(s) / Timeframe: summer 2025 Delivery Method: conference Funding Sources: travel and conference fees - TITLE I (211) - 211-23-6411-04N-015-30-510-000000-25F10 - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Provide systematic, on-going feedback and coaching to improve quality Tier I instruction in all content area for all students.

Strategy's Expected Result/Impact: Student's Algebra scores will increase by double digits in all student groups

Staff Responsible for Monitoring: Teacher

Admin over Math
 Instructional Coaches
 Dean of Instruction

Title I:


2.4, 2.6


- **TEA Priorities:**

Build a foundation of reading and math

Action Step 1 Details	Reviews			
Action Step 1: Provide PD during math department time around analyzing data, lesson design and common assessments, Lead4ward and DDI Intended Audience: Algebra Teachers Provider / Presenter / Person Responsible: Dean of Instruction Date(s) / Timeframe: All year Collaborating Departments: FWISD Math department Learning and Leading Delivery Method: PLC PD	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years **Root Cause:** Expectations and processes are not fully explained, retained, and reiterated regularly to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 77% to 85% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 70% to 80% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Evaluation Data Sources: CIP companion data

Strategy 1: Develop the capacity of staff to monitor and align progression and completion of CCMR measures through use of the CCMR Tracker. Counselors, CTE Liaison and PSSS will ensure there is pathway for each senior to achieve CCMR.

Strategy's Expected Result/Impact: All seniors will have a CCMR indicator

Staff Responsible for Monitoring: PSSS, counselors

Title I:

2.5, 2.6


- TEA Priorities:


Connect high school to career and college

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide PD for teachers on the impact of CCMR, how to obtain CCMR, and benefits to students throughout the year</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: PSSS, counselors, Go Center</p> <p>Date(s) / Timeframe: All year</p> <p>Funding Sources: CTE supplies - CTE (199 PIC 22) - \$14,299</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide a parent night around progression plans and the importance of CCMR, including pathways to attain CCMR.</p> <p>Intended Audience: Students and Parents</p> <p>Provider / Presenter / Person Responsible: PSSS and Counselors</p> <p>Date(s) / Timeframe: Fall 2024 and Spring 2025</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator. **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 2: There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment. **Root Cause:** There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 10% of AA males and 7% of H males are "off track", meaning they failed 1 or more classes.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 77% to 85% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 70% to 80% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Evaluation Data Sources: CIP companion data, BAG report

Strategy 1: Freshman counselor and AP will monitor all 9th grade student's attendance, grades and discipline to ensure students are on track to graduate.

Strategy's Expected Result/Impact: Students on track will increase from 70% to 80%

Staff Responsible for Monitoring: Counselor and AP over 9th grade

Title I:

2.6

- TEA Priorities:

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

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Support 9th grade initiatives by providing resources and supplies. Intended Audience: students Provider / Presenter / Person Responsible: 9th grade teachers Date(s) / Timeframe: all year Funding Sources: supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-015-11-243-000000- - \$3,000, general supplies for the classroom - SPED (199 PIC 23) - \$13,716	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is an increase of students who lost credit in one or more classes in the first semester (fall 2023) due to attendance. The highest grade level to lose credit was 10th grade. Suspensions due to disciplinary concerns also plays a part in the increase of absences. **Root Cause:** There needs to be a system of early interventions among attendance committee, attendance clerk, and teachers.

Perceptions

Problem Statement 1: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years **Root Cause:** Expectations and processes are not fully explained, retained, and reiterated regularly to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 77% to 85% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 84% to 95% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 65% by May 2025.

Evaluation Data Sources: Grades, CIP companion data

Strategy 1: Improve high quality, rigorous Tier I instruction in Alg. I to refocus on increased student center practices and classroom culture.

Strategy's Expected Result/Impact: Increase freshman that successfully complete Alg. I from 84% to 95% and 52% to 65% for AA students.





Staff Responsible for Monitoring: Algebra Teachers, admin over math, counselor

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide software tools such as Gizmos and Edpuzzle for students to support and enhance their learning.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: All year</p> <p>Collaborating Departments: none</p> <p>Funding Sources: Online recourses - BASIC (199 PIC 11) - 199-11-6321-XXX-015-11-243-000000- - \$4,000</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>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 77% to 85% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 8 % to 15 % by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 2 % to 5 % by May 2025.

Evaluation Data Sources: SAT data

Strategy 1: Improve teachers knowledge and fluency using ACT/SAT preparation materials, testing formats, curriculum alignment and rigor expected during students junior year to expose students prior to testing dates.

Strategy's Expected Result/Impact: 11th and 12th grade students meeting CCMR through ACT/SAT will increase from 8% to 15%.

Staff Responsible for Monitoring: PSSS

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase classroom supplies and resources that will support and focus on ACT/SAT preparation Intended Audience: Students Provider / Presenter / Person Responsible: PSSS, teachers Date(s) / Timeframe: All year Collaborating Departments: GT department Funding Sources: SAT resources - GT (199 PIC 21) - \$428	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Host Saturday review sessions Intended Audience: Students Provider / Presenter / Person Responsible: PSSS and Teachers Date(s) / Timeframe: Two in the fall and two in the spring	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: 35% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 88%. 15% of our African American students, 18% of Hispanic students, and 33% of White students have met their CCMR indicator. **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 2: There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment. **Root Cause:** There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 10% of AA males and 7% of H males are "off track", meaning they failed 1 or more classes.

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 40 % to 25 % by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Evaluation Data Sources: Focus attendance reports, CIP companion report

Strategy 1: Develop and implement a comprehensive attendance plan that monitors improvements of students daily attendance, targeting chronically absent students.

Strategy's Expected Result/Impact: Decrease the percentage of chronically absent students.

Staff Responsible for Monitoring: Attendance clerk and AP over attendance, SISC





Title I:

2.5

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide multiple opportunities for students to recover attendance when credit is lost.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: AP Martin, counselors</p> <p>Date(s) / Timeframe: All year</p> <p>Funding Sources: incentives for attendance/celebrate growth - BASIC (199 PIC 11) - 199-11-6321-XXX-015-11-243-000000- - \$3,000</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 1 Problem Statements:

Demographics

Problem Statement 1: There is an increase of students who lost credit in one or more classes in the first semester (fall 2023) due to attendance. The highest grade level to lose credit was 10th grade. Suspensions due to disciplinary concerns also plays a part in the increase of absences. **Root Cause:** There needs to be a system of early interventions among attendance committee, attendance clerk, and teachers.

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: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 25% to 20% by May 2025.

Evaluation Data Sources: Focus reports

Strategy 1: Provide mentoring and leadership opportunities for underserved students, both male and females, throughout the school year.

Strategy's Expected Result/Impact: The number of out of school suspensions will decrease

Staff Responsible for Monitoring: Counselors and APs





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Counselors and Intervention Specialist will facilitate boys and girls mentoring groups.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Counselors</p> <p>Date(s) / Timeframe: all year</p> <p>Funding Sources: student travel for events - BASIC (199 PIC 11) - 199-11-6412-XXX-015-11-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide teachers with an SEL recourse that could be build into the class "advisory" time once a week.</p> <p>Intended Audience: students</p> <p>Date(s) / Timeframe: all year</p> <p>Funding Sources: SEL resource - SCE (199 PIC 24) - 199-32-6299-001-015-24-243-000000- - \$5,000</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 2 Problem Statements:

Demographics

Problem Statement 2: According to Focus, we have seen a 31% increase in student discipline based on the number of referrals received from the beginning of school to February 23rd (22/23: 674 vs 23/24: 887). 184- RTI & 703 Office Referrals. 74% of all referrals belong to African American students. **Root Cause:** There is a need for more social emotional learning to help mitigate some behaviors. Mentor groups that extend to the student body and not just targeted groups. There is also a need for culturally relevant relationship building to bridge the gap between teachers and 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: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Hire a family and community liaison to help develop and align pyramid wide family events, improve school to home communication and provide access to family support resources.

Strategy's Expected Result/Impact: Increase the positive perception of the school and pyramid


Staff Responsible for Monitoring: admin


Title I:


4.1, 4.2


Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Host a fall and spring event for the WH pyramid families. Provide two parent information nights, one for 9th grade and one for 11th grade.</p> <p>Intended Audience: WH Families Provider / Presenter / Person Responsible: Admin, PSSS Date(s) / Timeframe: Fall and Spring Collaborating Departments: Go Center Delivery Method: Evening Events</p> <p>Funding Sources: supplies, flyers, snacks, etc. - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-015-30-510-000000-25F10 - \$2,000, snacks for families - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-015-30-510-000000-25F10 - \$2,220</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: WHHS has a 28% mobility rate which makes engaging parents in a meaningful partnership difficult. **Root Cause:** We lack a strong family engagement specialist or community coordinator to help reach out to families, promote events, communicate and support our feeder schools for alignment of services and student involvement.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-015-30-510-000000-25F10	\$69,025.01
1	2	1	2	Subs for PD	Subs for professional development	211-11-6112-0PD-015-30-510-000000-25F10	\$3,000.00
1	2	2	1	Tutoring funds	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-015-30-510-000000-25F10	\$3,000.00
1	3	1	1	Summer Training for teachers	Travel for Teachers (PD)	211-13-6411-04N-015-30-510-000000-25F10	\$10,000.00
1	3	1	2	Saturday and after school tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-015-30-510-000000-25F10	\$4,000.00
1	3	1	3	PD around EB strategies	Contracted professional development	211-13-6299-04N-015-30-510-000000-25F10	\$7,099.79
2	2	1	1	Title I Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-015-30-510-000000-25F10	\$62,000.00
2	2	1	2	travel and conference fees	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-015-30-510-000000-25F10	\$10,000.00
Sub-Total							\$168,124.80
Budgeted Fund Source Amount							\$168,124.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	snacks for families	Snacks for parents to promote participation	211-61-6499-04L-015-30-510-000000-25F10	\$2,220.00
4	3	1	1	supplies, flyers, snacks, etc.	Supplies and materials for parental involvement	211-61-6399-04L-015-30-510-000000-25F10	\$2,000.00
Sub-Total							\$4,220.00
Budgeted Fund Source Amount							\$4,220.00

FAMILY ENGAGEMENT (211)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1	Supplies for instruction	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-015-11-243-000000-	\$9,125.00	
1	2	1	2	supplies for students	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-015-11-243-000000-	\$1,000.00	
1	2	2	1	Subs for professional use	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-015-11-243-000000-	\$3,500.00	
1	3	1	2	extra duty pay	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-015-11-243-000000-	\$1,000.00	
3	2	1	1	supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-015-11-243-000000-	\$3,000.00	
3	3	1	1	Online recourses	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-015-11-243-000000-	\$4,000.00	
4	1	1	1	incentives for attendance/celebrate growth	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-015-11-243-000000-	\$3,000.00	
4	2	1	1	student travel for events	INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-015-11-243-000000-	\$2,000.00	
							Sub-Total	\$26,625.00
							Budgeted Fund Source Amount	\$26,625.00
							+/- Difference	\$0.00
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	1	1	1	PSAT review/prep materials	OTHER READING MATERIALS		\$1,000.00	
3	4	1	1	SAT resources	OTHER READING MATERIALS		\$428.00	
							Sub-Total	\$1,428.00
							Budgeted Fund Source Amount	\$1,428.00
							+/- Difference	\$0.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	CTE supplies	GENERAL SUPPLIES		\$14,299.00
Sub-Total							\$14,299.00
Budgeted Fund Source Amount							\$14,299.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	general supplies for the classroom	INSTRUCTIONAL MATERIALS		\$13,716.00
Sub-Total							\$13,716.00
Budgeted Fund Source Amount							\$13,716.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	reading material	Reading materials for classroom use	199-11-6329-001-015-24-243-000000-	\$2,000.00
1	1	1	1	supplies	Supplies and materials for instructional use	199-11-6399-001-015-24-243-000000-	\$4,645.00
4	2	1	2	SEL resource	Contracted student support services	199-32-6299-001-015-24-243-000000-	\$5,000.00
Sub-Total							\$11,645.00
Budgeted Fund Source Amount							\$11,645.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	basic supplies for class	Supplies and materials - instruction	199-11-6399-001-015-25-243-000000	\$2,006.00
Sub-Total							\$2,006.00
Budgeted Fund Source Amount							\$2,006.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$30,697.00
+/- Difference							\$30,697.00
Grand Total Budgeted							\$272,760.80
Grand Total Spent							\$242,063.80
+/- Difference							\$30,697.00

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