

**Fort Worth Independent School District**  
**084 World Languages Institute**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## Mission

World Languages Institute prepares students linguistically, socially and cognitively to lead, with creativity and innovation, in a multicultural society.

# Vision

## Vision

Students will pursue excellence, contribute and lead within a global community.

# Core Beliefs

## Values

Social and digital responsibility

Courageous authenticity

Integrity and accountability

Respect and support for a diverse community

Equal access

Curiosity

Leadership

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# Comprehensive Needs Assessment

Revised/Approved: February 20, 2024

## Demographics

### Demographics Summary

World Languages Institute (6-12) is a School of Choice and the first multilingual school that provides a focus for students who are interested in pursuing a rigorous academic program that includes options to complete one or more endorsements, as well as, CTE pathways such as Entrepreneurship and Computer Science (Project Lead the Way Computer Science).

WLI has a strong Post Secondary philosophy and program, which is supported by the Leadership Team that includes the Principal, AP, Counselor, Campus Coordinator, Data Analyst, Counselors, Student Success Coach and Interventionist.

Our Fine Arts program includes Art, Theatre and Estudiantina. Enrollment is growing in Theatre and stable in Art and Estudiantina. Theatre has placed in UIL at the middle and high school level and Art has placed in VASE at the regional and state level. WLI students also were finalists in local art contests. Our Varsity Estudiantina competed for the first time at UIL as an ensemble and received a division 1 superior rating and have participated in events around the community.

Students apply from all areas of FWISD and are selected by the district using a lottery system. WLI's enrollment for 23-24 is at 541. WLI's projected enrollment is 550 students for 2024-25 with a long waiting list for middle school.

Students may start or continue the study of Spanish and English by taking courses in both languages. Bilingual and multilingual students have the opportunity to begin the study of a third or fourth language. Choices include Italian, French, ASL, Mandarin Chinese and Japanese.

GT - Total 263 (AA - 10 Hispanics - 233 White -17 - Two or more - 3, Native American -4) - Decrease of 5 students

SPED- Total 20 ( AA- 2 Hispanics - 17 White -1) - Increase of 5 students.

ELs- Total 328 (AA-3 Hispanics - 323 White/Middle-Eastern-2) -Increase of 31 students

WLI Leadership has a rigorous interview process to secure highly qualified staff. All instructional staff is required to be GT district certified and to maintain the certification while in WLI. We currently have a long-term sub in Italian and Chemistry/Geometry.

WLI has strong collaborations with Sister Cities, WLI PTO and SBDM Committee.

51 out of 51 seniors, class of 2024 are CCMR-Ready by state standards.

### Demographics Strengths

All WLI students have access and are enrolled in Honors, Accelerated core courses (if the students meet district criteria), AP, Dual Enrollment/OnRamps and DC/TCC. Every course has a Sheltered Counterpart for ELs.

High school courses available to eligible middle school students in Math, Science, ELA, CTE and World Languages.

Dual Enrollment courses in collaboration with UT Austin: Pre-Calculus, Statistics, Chemistry, Physics, Rhetoric & Writing and US History. Dual Credit courses with TCC: World Literature and ASL Certificate. There are 20 different AP courses offered at WLI.

Students are eligible to participate in CTE certifications. For Computer Science, students can certify with IT Specialist through CertiPort. For Entrepreneurship students, students can certify through Microsoft Office Specialist and Expert as well as the Entrepreneurship and Small Business certificate. Engineering student can certify through SolidWorks.

All the courses are taught by GT certified teachers. All ELA and bilingual teachers are ESL certified.

Tiered professional development for staff to emphasize Tier I instruction, Sheltered Instruction and Differentiation for various learning styles.

Senior Cohort 2023 - 100% graduation rate.

WLI is the Congressional award pilot school.

43% AP Scholars - Class of 2023

52% Superintendent Scholars - Class of 2023

88% of the class of 2023 was eligible to earn the State Seal of Bilingualism and Biculturalism

T3 Pledge participation from Seniors and Juniors 2023-24 - 100%

ADA student attendance has been between 96 and 97% for 23-24.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

**Problem Statement 2 (Prioritized):** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

# Student Learning

## Student Learning Summary

Students scores in Math/ELA/Science/History are above the district for Spring 2023. Our goal continue to be to increase student scores to return to pre-C Our PD focus has been on Data-Driven instruction (DDI) and language development. These initiatives have been implemented through continued profess Support for students is taking place during SOAR, tutoring and Saturday camps. College Readiness course is provided to Junior who have not met TSIA t

Spring 2019 STAAR Scores (1st Administration)			Spring 2022 STAAR Scores (1st Administration)				Spring 2022 STAAR Scores (1st Administration)			
Approaches	Meets	Masters	Subject	Approaches	Meets	Masters	Subject	Approaches	Meets	Masters
98%	91%	50%	Algebra I	86%	44%	12%	Algebra I	94%	69%	33%
100%	86%	7%	English I	94%	79%	13%	English I	94%	64%	15%
100%	86%	19%	Biology	91%	65%	25%	Biology	98%	61%	11%
93%	93%	23%	English II	93%	74%	7%	English II	100%	86%	10%
100%	92%	67%	US History	96%	74%	44%	US History	100%	81%	37%
84%	18%	2%	6th Math	60%	12%	1%	6th Math	67%	14%	2%
74%	40%	22%	6th Reading	76%	44%	24%	6th Reading	78%	47%	18%
85%	49%	30%	7th Reading	91%	72%	50%	7th Reading	88%	53%	25%
53%	24%	12%	8th Reading	90%	29%	6%	8th Reading	71%	42%	17%
90%	58%	13%	8th Math	71%	26%	4%	8th Math	82%	46%	12%
77%	34%	9%	8th Science	75%	28%	10%	8th Science	72%	31%	7%
76%	27%	14%	8th Social Studies	54%	18%	11%	8th Social Studies	64%	32%	10%

STAAR Interim and Benchmark Data 2022-2023						
Subject	WLI			District		
	Probability of Approaches	Probability of Meets	Probability of Masters	Probability of Approaches	Probability of Meets	Probability of Masters
Math 6th	59% to 67%	13% to 23%	2% to 5%	53% to 62%	14% to 20%	3% to 5%
ELA 6th	70% to 64%	37% to 34%	18% to 18%	49% to 52%	25% to 23%	11% to 10%
ELA 7th	75% to 84%	37% to 44%	16% to 21%	54% to 58%	25% to 28%	10% to 12%
Math 8th	46% to 45%	18% to 16%	5% to 3%	35% to 37%	12% to 13%	3% to 3%
ELA 8th	41% to 46%	12% to 19%	3% to 5%	41% to 43%	12% to 14%	3% to 5%
Science 8th	51%	18%	5%	31%	11%	4%
Social St. 8th	39%	14%	8%	25%	7%	4%
English I	62% to 57%	41% to 40%	5% to 6%	42% to 44%	27% to 26%	3% to 3%
English II	73% to 79%	51% to 59%	4% to 5%	48% to 46%	30% to 32%	2% to 3%
Algebra I	56%	16%	5%	54%	18%	6%
US History	93%	64%	27%	80%	48%	20%
Biology	N/A	N/A	N/A	N/A	N/A	N/A

Data Table - CCMR - Class of '23

	Class of '22		Class of '23	
	Count	Percentage	Count	Percentage
	Total Graduates: 50		Total Graduates: 46	
	Credit		Credit	
Texas Success Initiative (TSI) Criteria				
Met TSI criteria in both ELA/Reading and Mathematics	16	31%	16	35%
TSI Criteria - ELA/Reading				

	Class of '22 Total Graduates: 50		Class of '23 Total Graduates: 46	
Met TSI criteria for at least one indicator in ELA/Reading	31	60%	29	63%
Met TSI assessment criteria	19	37%	24	52%
Met ACT criteria	-	-	4	9%
Met SAT criteria	25	48%	21	46%
Earned credit for a college prep course	-	-	2	4%
TSI Criteria - Mathematics				
Met TSI criteria for at least one indicator in Mathematics	16	31%	17	37%
Met TSI assessment criteria	13	25%	17	37%
Met ACT criteria	-	-	4	9%
Met SAT criteria	12	23%	9	20%
Earned credit for a college prep course	-	-	-	-
AP/IB Examination				
Met criterion score on an AP/IB exam in any subject	50	96%	39	85%
Dual Course Credits				
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	18	35%	-	-
Industry-Based Certifications				
Earned an industry-based certification from approved list	13	25%	9	20%
Level I or Level II Certificate				



	Class of '22		Class of '23	
	Total Graduates: 50		Total Graduates: 46	
Earned a level I or level II certificate in any workforce education area	-	-	-	-
Associate Degree				
Earning an associate degree by August 31 immediately following high school graduation	0	0%	0	0%
OnRamps Dual Enrollment Course				
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	46	89%	39	85%
Graduate with Completed IEP and Workforce Readiness				
Received graduation type code of 04, 05, 54, or 55	0	0%	0	%
Special Ed with Advanced Diploma Plan				
Received special education services and earned an advanced diploma plan	1	2%	3	6.5%
U.S. Armed Forces*				
Enlisted in the U.S. Armed Forces	N/A	N/A	N/A	N/A

TELPAS Score Data 2022 to 2023								
	WLI				District			
Ratings	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
TELPAS 6th Composite	0% to 0%	15% to 20%	53% to 59%	32% to 21%	4% to 8%	40% to 43%	43% to 40%	12% to 9%
Listening	1% to 0%	7% to 19%	35% to 39%	56% to 43%	5% to 5%	28% to 32%	31% to 34%	37% to 29%
Speaking	4% to 7%	38% to 39%	53% to 43%	4% to 12%	17% to 21%	53% to 50%	29% to 27%	1% to 3%

TELPAS Score Data 2022 to 2023								
Writing	0% to 1%	10% to 31%	24% to 57%	66% to 11%	8% to 20%	27% to 41%	32% to 34%	33% to 5%
Reading	7% to 3%	19% to 25%	37% to 37%	37% to 35%	21% to 18%	33% to 29%	25% to 31%	22% to 22%
TELPAS 7th Composite	0% to 0%	18% to 19%	50% to 56%	33% to 25%	3% to 7%	36% to 42%	45% to 41%	14% to 9%
Listening	0% to 0%	13% to 8%	18% to 43%	70% to 49%	4% to 5%	22% to 29%	29% to 31%	46% to 35%
Speaking	0% to 11%	13% to 24%	50% to 54%	38% to 11%	20% to 27%	53% to 50%	26% to 22%	1% to 2%
Writing	0% to 0%	13% to 27%	38% to 65%	50% to 8%	5% to 16%	21% to 37%	35% to 39%	39% to 7%
Reading	3% to 0%	13% to 17%	43% to 41%	43% to 41%	17% to 15%	27% to 26%	25% to 30%	31% to 29%
TELPAS 8th Composite	0% to 3%	3% to 37%	50% to 32%	47% to 28%	3% to 5%	32% to 41%	46% to 42%	18% to 12%
Listening	0% to 3%	0% to 13%	22% to 28%	78% to 58%	3% to 5%	17% to 20%	27% to 31%	53% to 45%
Speaking	3% to 18%	16% to 45%	75% to 28%	6% to 10%	19% to 26%	47% to 48%	33% to 23%	1% to 3%
Writing	0% to 8%	0% to 38%	44% to 43%	56% to 13%	4% to 15%	18% to 46%	33% to 32%	45% to 7%
Reading	0% to 8%	22% to 18%	44% to 28%	34% to 48%	10% to 7%	36% to 39%	32% to 30%	23% to 33%
TELPAS 9th Composite	0% to 0%	3% to 9%	55% to 70%	41% to 21%	7% to 9%	40% to 40%	36% to 37%	12% to 12%
Listening	0% to 0%	3% to 15%	59% to 58%	38% to 27%	12% to 10%	21% to 24%	42% to 45%	25% to 21%
Speaking	3% to 6%	24% to 6%	52% to 58%	21% to 30%	33% to 35%	36% to 28%	28% to 31%	3% to 6%
Writing	0% to 3%	0% to 30%	48% to 64%	52% to 3%	8% to 19%	26% to 40%	36% to 34%	29% to 7%
Reading	0% to 0%	17% to 12%	48% to 42%	34% to 45%	14% to 8%	33% to 29%	29% to 31%	24% to 32%
TELPAS 10th Composite	0% to 0%	0% to 4%	50% to 69%	50% to 27%	3% to 4%	35% to 44%	43% to 37%	15% to 13%
Listening	0% to 0%	0% to 15%	64% to 54%	36% to 31%	5% to 4%	20% to 23%	45% to 45%	29% to 27%
Speaking	0% to 4%	0% to 8%	64% to 77%	36% to 12%	28% to 31%	31% to 25%	36% to 36%	4% to 6%
Writing	0% to 0%	7% to 19%	36% to 54%	57% to 27%	2% to 14%	24% to 36%	40% to 42%	35% to 8%
Reading	0% to 0%	7% to 27%	57% to 35%	36% to 38%	8% to 7%	40% to 40%	29% to 29%	23% to 24%
TELPAS 11th Composite	0% to 0%	0% to 8%	47% to 31%	53% to 62%	2% to 3%	38% to 41%	45% to 40%	12% to 15%
Listening	0% to 0%	13% to 8%	33% to 54%	53% to 39%	6% to 3%	22% to 18%	47% to 47%	26% to 31%
Speaking	0% to 8%	0% to 0%	67% to 46%	33% to 46%	27% to 31%	33% to 23%	36% to 36%	4% to 8%

TELPAS Score Data 2022 to 2023								
Writing	0% to 0%	7% to 8%	40% to 39%	53% to 54%	1% to 11%	20% to 37%	44% to 42%	35% to 10%
Reading	0% to 0%	20% to 0%	53% to 15%	27% to 85%	7% to 4%	43% to 37%	31% to 30%	19% to 29%
TELPAS 12th Composite	0% to 0%	0% to 0%	100% to 43%	0% to 57%	2% to 3%	41% to 41%	42% to 42%	11% to 12%
Listening	0% to 0%	0% to 21%	100% to 36%	0% to 43%	5% to 4%	21% to 21%	51% to 50%	23% to 25%
Speaking	0% to 0%	0% to 0%	100% to 43%	0% to 57%	31% to 30%	32% to 24%	33% to 38%	4% to 8%
Writing	0% to 0%	0% to 14%	100% to 36%	0% to 50%	1% to 11%	20% to 38%	41% to 41%	38% to 9%
Reading	0% to 0%	0% to 21%	100% to 29%	0% to 50%	9% to 4%	43% to 40%	30% to 33%	18% to 24%

### Student Learning Strengths

1. Language Acquisition
2. Attendance
3. Academic focus
4. Culture of respect for diversity from staff and students.
5. Low discipline incident rate

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

**Problem Statement 2 (Prioritized):** High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause:** Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

# School Processes & Programs

## School Processes & Programs Summary

WLI has a process and procedure for all areas of the school. Staff and students know and follow the organizational and academic procedures in place.

- Structured screening and interview processes to ensure highly qualified candidates are selected.
- Master schedule provides students and teachers with time for advisory (SOAR) before lunch for tutorials, college readiness and math reinforcements.
- The academic program is advanced/accelerated, where students have a risk-free learning environment.
- Teachers implement Tier I Instruction and best practices to address various learning styles and needs. It includes differentiation for GT, SPED, 504, EB students.
- In-house professional development is tiered and master teachers assist or deliver the training as well as the Principal and AP. If outside assistance is needed then district departments are invited to provide the training based on the results of Learning Walks, walkthroughs and teachers experience.
- Students graduate with the Distinguished High School Diploma (26 credits), at least two endorsements and three languages (English, Spanish and a third one of their choice from Italian, French, Japanese, Mandarin Chinese and ASL). Students are eligible for the state Seal of Bilingualism/Bi-literacy.
- ASL Certification - DC TCC - restarting in the fall of 24.
- Dual Enrollment Courses - OnRamps
- CTE Computer Science (PLTW) and Entrepreneurship Pathways with certifications.
- Post Secondary Program guides all students to pursue entrance in a college/university or military career.

## School Processes & Programs Strengths

Fidelity of implementation of the programs at WLI.

Highly qualified instructional and support staff.

AP Spanish Language and Culture and AP Spanish Literature and Culture program has an average above 3.

Optimal range of AP, Dual Enrollment, CTE, World Languages and endorsements.

Post secondary culture is developed starting in middle school.

SOAR period incorporated during the day

Process and procedures for all aspects of the school

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** In the Spring, 20% of Juniors met the SAT Math benchmark. **Root Cause:** Additional targeted practice is needed to ensure students are ready for this particular test.

**Problem Statement 2 (Prioritized):** In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

# Perceptions

## Perceptions Summary

The culture of WLI revolves around the vision, mission and school values.

The school has a collaborative, team-approach among staff and students.

Student's attendance (ADA) is above 96%. Leadership team follows up with chronic cases of absenteeism. (<1% of student population).

A respectful and risk-free environment for learning is maintained by all the stakeholders.

There are relatively few discipline incidents are handled through the implementation of restorative practices.

Staff and students embrace multilingualism and multiculturalism as part of our society.

Sister Cities and WLI collaborate by hosting students from Nagaoka, Japan and Nimes, France. Organizations support WLI students by providing leadership opportunities and travel opportunities and scholarships.

Weekly message and newsletter is shared with stakeholders with updates and current happenings at the school.

A wellness/well-being committee has been formed to improve staff morale.

Healthy Social Media to highlight and celebrate events and accomplishments.

## Perceptions Strengths

- Staff and student population is diverse with a focus on a global environment.
- High expectations for staff, students and parents.
- Leadership opportunities for both staff and students.
- Team focus and collaborative approach.
- Collaboration with community entities; such as Sister Cities, local universities and parents.
- Dedicated SBDM Committee and PTO
- Various students clubs/associations: UV4C, NHS, HNHS, UIL Academic, etc.
- Congressional Award Recipients - 2 Bronze certificates, 1 Bronze, 1 silver medal and 2 gold Medals.
- Healthy Social Media to highlight and celebrate events and accomplishments.

- Weekly message and newsletter is shared with stakeholders with updates and current happenings at the school.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We have seen a decline in attendance at parent engagement events since COVID. **Root Cause:** Increased timely communication and incentives are needed to increase attendance.

**Problem Statement 2 (Prioritized):** Decline in team building activities for staff and students. **Root Cause:** We have spent more resources on instructional professional development.

# Priority Problem Statements

**Problem Statement 1:** On average, at risk and EL students performed 10% lower than their counterpart.

**Root Cause 1:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish.

**Root Cause 2:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 8th grade ELA and Math interim STAAR scores are in the 50% in early spring.

**Root Cause 3:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.

**Root Cause 4:** Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** We have seen a decline in attendance at parent engagement events since COVID.

**Root Cause 5:** Increased timely communication and incentives are needed to increase attendance.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Decline in team building activities for staff and students.

**Root Cause 6:** We have spent more resources on instructional professional development.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** In the Spring, 20% of Juniors met the SAT Math benchmark.

**Root Cause 7:** Additional targeted practice is needed to ensure students are ready for this particular test.



**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** In order to implement a rigorous and successful academic program, staff has to embrace many roles.

**Root Cause 8:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

**Problem Statement 8 Areas:** School Processes & Programs

# Goals

Revised/Approved: May 14, 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 first time testers who score at Meets or above on STAAR English I from 69% to 75% by May 2025.  
Increase the percentage of Emergent Bilingual students from 59% to 65% by May 2025.

**Strategy 1:** Tiered PD on Data-Driven Instruction with an emphasis on lesson planning and best practices for language learners.





**Strategy's Expected Result/Impact:** Teachers are expected to implement the best practices shared with them. Formative and Summative assessments will be used by teachers to adjust their planning and teaching. Learning Walks and walk-throughs will verify the implementation as well as identify areas of growth.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Coordinator

**Title I:**  
2.4, 2.5, 2.6

- **TEA Priorities:**  
Recruit, support, retain teachers and principals

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Staff will participate in professional development and learning walks around the implementation of Data-Driven Instruction. Instructional Coaching will also be implemented based on teacher needs.</p> <p><b>Intended Audience:</b> Instructional staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal Assistant Principal Campus Coordinator Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25 School Year</p> <p><b>Collaborating Departments:</b> Leading and Learning</p> <p><b>Delivery Method:</b> In-person sessions.</p> <p><b>Funding Sources:</b> Instructional Coach - TITLE I (211) - 211-13-6119-04N-084-30-510-000000-25F10 - \$80,351</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Leadership Development Skills to support staff</p> <p><b>Intended Audience:</b> Principal</p> <p><b>Provider / Presenter / Person Responsible:</b> Conference</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Conference with Travel - BASIC (199 PIC 11) - 199-11-6411-XXX-084-11-243-000000- - \$1,793 , Employee Travel - BASIC (199 PIC 11) - 199-11-6411-XXX-084-11-243-000000- - \$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>				

**Strategy 2:** Teachers will plan and implement at least 2 reading/writing camps. The enrichment activities will reinforce low SEs per data analysis

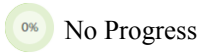
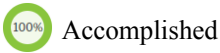
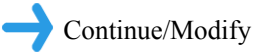

**Strategy's Expected Result/Impact:** Increased mastery of the TEKS

**Staff Responsible for Monitoring:** ELA Staff  
Instructional Coach  
Principal, Assistant Principal, Campus Coordinator

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers in collaboration with the Instructional Coach will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data analysis</p> <p><b>Intended Audience:</b> Middle School ELA as well as English I and English II students</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA Teachers Instructional Coach Administrators</p> <p><b>Date(s) / Timeframe:</b> School year 24-25</p> <p><b>Collaborating Departments:</b> ELA Department as needed.</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Tutorials/Camps - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$500, Tutorial/Camps - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Strategy 3:** Teachers will implement tutorials for students who are not on level. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments, course grades.





**Strategy's Expected Result/Impact:** Increased mastery of the TEKS

**Staff Responsible for Monitoring:** Teachers  
Administrator  
Instructional Coach

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement tutorials for students who are not on level. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments, course grades.</p> <p><b>Intended Audience:</b> Middle School ELA as well as English I and II students</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA Teachers Instructional Coach Administrators</p> <p><b>Date(s) / Timeframe:</b> 24-25 school year</p> <p><b>Collaborating Departments:</b> ELA Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Tutorials - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$500, Supplies - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$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 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p> <p><b>Problem Statement 2:</b> Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. <b>Root Cause:</b> New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.</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 who score at Meets or above on STAAR English II from 73% to 80% by May 2025.  
 Increase the percentage of Emergent Bilingual students from 64% to 70% by May 2025.

**Strategy 1:** Teachers will plan and implement two ELA camps. The activities will reinforce low SEs per data analysis





**Strategy's Expected Result/Impact:** Increased Mastery of TEKS

**Staff Responsible for Monitoring:** ELA Staff  
 Instructional Coach  
 Administrators

**Title I:**  
 2.4, 2.5, 2.6

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will plan and implement two ELA camps. The activities will reinforce low SEs per data analysis</p> <p><b>Intended Audience:</b> ELA students</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA Teachers                      Administrators                      Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25 School Year</p> <p><b>Collaborating Departments:</b> ELA Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Camps - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$722</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Strategy 2:** Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives.

**Strategy's Expected Result/Impact:** Increased mastery of identified TEKS

**Staff Responsible for Monitoring:** Administrators  
Instructional Coach  
Teachers.

**Title I:**  
2.4, 2.5, 2.6

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives.</p> <p><b>Intended Audience:</b> ELA Students  <b>Provider / Presenter / Person Responsible:</b> ELA Teachers  Administrators  Instructional Coach  <b>Date(s) / Timeframe:</b> 24-25 School Year  <b>Collaborating Departments:</b> ELA Department  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Tutorials - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$500, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</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 middle school students who score at Meets or above on STAAR Reading by 5% by May 2025.

Increase the percentage of Emergent Bilingual who score at Meets or above on STAAR Reading by 5% by May 2025.

**Strategy 1:** Teachers will develop 2 ELA camps to address low SEs

**Strategy's Expected Result/Impact:** Increased mastery of SEs

**Staff Responsible for Monitoring:** ELA Teachers

Instructional Coach

Administrators





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will develop two ELA camps to reinforce low SEs based on data available</p> <p><b>Intended Audience:</b> ELA Middle School students</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA Teachers Administrators Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25 school year</p> <p><b>Collaborating Departments:</b> ELA Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra Duty - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$250, Supplies - BEA (199 PIC 25) - 199-11-6399-001-084-25-243-000000 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1317 661 1365">  No Progress                 </div> <div data-bbox="764 1317 980 1365">  Accomplished                 </div> <div data-bbox="1079 1317 1331 1365">  Continue/Modify                 </div> <div data-bbox="1434 1317 1629 1365">  Discontinue                 </div> </div>			

**Strategy 2:** Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives.



**Strategy's Expected Result/Impact:** Increased mastery of TEKS





**Staff Responsible for Monitoring:** Administrators  
Instructional Coach  
Teachers

**Title I:**  
2.4, 2.5, 2.6

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

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives.</p> <p><b>Intended Audience:</b> ELA Students</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA Teachers Administrators Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25 school year</p> <p><b>Collaborating Departments:</b> ELA Department</p> <p><b>Delivery Method:</b> in Person</p> <p><b>Funding Sources:</b> Extra Duty - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$750</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p>
Student Learning
<p><b>Problem Statement 1:</b> 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. <b>Root Cause:</b> Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.</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 and 10th students who meet the grade level benchmark in mathematics on PSAT from 23% to 28% by May 2025.

Increase the percentage of Emergent Bilingual Learners who meet the grade level benchmark in mathematics on PSAT from 10% to 16% by May 2025.

**Strategy 1:** Implement "SOAR" time where students have daily practice in Khan Academy or Mathia to practice PSAT Math skills

**Strategy's Expected Result/Impact:** Increased mastery of PSAT skills


**Staff Responsible for Monitoring:** All teachers  
Instructional Coach

**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


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> -Implement "SOAR" time where students have daily practice in Khan Academy or Mathia to practice PSAT Math skill -Register Junior who have not demonstrated proficiency in TSIA in a College Transition class. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Instructional Staff <b>Date(s) / Timeframe:</b> School year 24-25 <b>Collaborating Departments:</b> CCMR <b>Delivery Method:</b> In person and online practice	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** In the Spring, 20% of Juniors met the SAT Math benchmark. **Root Cause:** Additional targeted practice is needed to ensure students are ready for this particular test.

**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 56% to 70% by May 2025. And the percentage of emergent bilingual learners who score Meets or above on STAAR Algebra I from 51% to 65% by May 2025.

**Strategy 1:** Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student master of the TEKS





**Strategy's Expected Result/Impact:** Increased mastery of the TEKS

**Staff Responsible for Monitoring:** Administrators  
Instructional Coach  
Math Teachers

**Title I:**  
2.4, 2.5, 2.6

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

**Problem Statements:** Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student master of the TEKS</p> <p><b>Intended Audience:</b> Algebra I students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators Math Teachers Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Tutorials - TITLE I (211) - 211-11-6121-04N-084-30-510-000000-25F10 - \$500, Supplies - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$1,870</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Teachers will implement at least 4 math camps each semester. The enrichment activities will reinforce low SEs per data. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.


**Strategy's Expected Result/Impact:** Increased mastery of the TEKS


**Staff Responsible for Monitoring:** Administrators  
Math Teachers  
Instructional Coach


**Title I:**  
2.4, 2.5, 2.6, 4.2


**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement at least 4 math camps each semester. The enrichment activities will reinforce low SEs per data. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.</p> <p><b>Intended Audience:</b> Algebra I students  <b>Provider / Presenter / Person Responsible:</b> Math Department                      Instructional Coach                      Administrators  <b>Date(s) / Timeframe:</b> 24-25  <b>Collaborating Departments:</b> Math Department  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra duty - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p>

### Demographics

**Problem Statement 2:** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

### Student Learning

**Problem Statement 1:** 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

**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 3:** Increase the percentage of students who score at Meets or above on STAAR Math Middle School by 5%.

Increase the percentage of Emergent Bilingual students who score at Meets or above on STAAR Math Middle School by 5%.

**Strategy 1:** Teachers will implement tutorials for students who are not on level.

**Strategy's Expected Result/Impact:** Increased mastery of the TEKS

**Staff Responsible for Monitoring:** Math Teachers

Administrators

Instructional Coach

**Title I:**


2.4, 2.5, 2.6


**- TEA Priorities:**


Build a foundation of reading and math


**Problem Statements:** Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will implement tutorials for students who are not on level.</p> <p><b>Intended Audience:</b> Math students</p> <p><b>Provider / Presenter / Person Responsible:</b> Math Teachers Administrators Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra Duty - TITLE I (211) - 211-11-6116-04N-084-30-510-000000-25F10 - \$1,759.80</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

**Problem Statement 2:** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

### Student Learning

**Problem Statement 1:** 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.



**Goal 3: CCMR**

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

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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CCMR Data Source and Tracker

**Strategy 1:** Ensure that ALL students continue to have multiple paths to CCMR Readiness

**Strategy's Expected Result/Impact:** Counselors

Administrators

TCB Teachers

College Prep Teacher

**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:** Student Learning 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure that ALL students continue to have multiple paths to CCMR Readiness <b>Intended Audience:</b> High school students with a special emphasis on Juniors and Seniors <b>Provider / Presenter / Person Responsible:</b> Administrators TCB and College Prep Teacher Counselors <b>Date(s) / Timeframe:</b> 24-25 School Year <b>Collaborating Departments:</b> CCMR Department <b>Delivery Method:</b> In person and shedules  <b>Funding Sources:</b> CTE Supplies - CTE (199 PIC 22) - \$3,779	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Support students in advanced classes with tutoring and resources <b>Intended Audience:</b> Students in advanced classes <b>Provider / Presenter / Person Responsible:</b> Administrators Teachers <b>Date(s) / Timeframe:</b> 24-24 school year <b>Collaborating Departments:</b> Core Content Department  <b>Funding Sources:</b> Supplies - GT (199 PIC 21) - \$2,000	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:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <b>Root Cause:</b> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> In the Spring, 20% of Juniors met the SAT Math benchmark. <b>Root Cause:</b> Additional targeted practice is needed to ensure students are ready for this particular test.</p>
<p><b>Problem Statement 2:</b> In order to implement a rigorous and successful academic program, staff has to embrace many roles. <b>Root Cause:</b> Being a campus serving grades 6-12, we have middle school and high school responsibilities.</p>

**Goal 3: CCMR**

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

**Performance Objective 2:** Maintain the percentage of Grade 9 students "On Track" from 100% to 100% by May 2025.

**Strategy 1:** Implement "high school enrichment" for freshmen to allow students to check grades, finish work and learn about study skills, time management and high school concepts such as GPA, class rank...

**Strategy's Expected Result/Impact:** Decrease in the number of students failing 1 or more classes.


**Staff Responsible for Monitoring:** Administrators  
Counselors  
Instructional Coach


**Title I:**  
2.4, 2.5, 2.6


**- TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college


**Problem Statements:** Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement "high school enrichment" for freshmen to allow students to check grades, finish work and learn about study skills, time management and high school concepts such as GPA, class rank... <b>Intended Audience:</b> Freshmen <b>Provider / Presenter / Person Responsible:</b> Administrators Counselors Instructional Coach <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> CCMR and Counseling <b>Delivery Method:</b> In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** Provide incentives to students with Bs or Better





**Strategy's Expected Result/Impact:** Decrease the number of students failing 1 or more classes

**Staff Responsible for Monitoring:** Administrators  
Counselors

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Connect high school to career and college

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Incentives for Bs or better <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrators Teachers <b>Date(s) / Timeframe:</b> 24-25 <b>Delivery Method:</b> In person	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:**

<b>Demographics</b>
<b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.
<b>Student Learning</b>
<b>Problem Statement 2:</b> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <b>Root Cause:</b> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> In order to implement a rigorous and successful academic program, staff has to embrace many roles. <b>Root Cause:</b> Being a campus serving grades 6-12, we have middle school and high school responsibilities.

**Goal 3: CCMR**

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

**Performance Objective 3:** Maintain the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 100% to 100% by May 2025.

**Strategy 1:** Tutorials and camps for students needing additional assistance.

**Strategy's Expected Result/Impact:** maintain 100% of students who have successfully completed Algebra I by the end of 9th grade


**Staff Responsible for Monitoring:** Administrators  
Teachers


**Title I:**  
2.4, 2.5, 2.6


**- TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college


**Problem Statements:** Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Weekly tutorials and Saturday camps provided to address areas of need based on data</p> <p><b>Intended Audience:</b> Middle school Math and Algebra I students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators Instructional Coach Teachers</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Supplies - SPED (199 PIC 23) - \$1,372, Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-084-11-243-000000- - \$6,000, Supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-084-99-243-000000- - \$9,071, Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-084-11-243-000000- - \$1,222</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

**Problem Statement 2:** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

#### Student Learning

**Problem Statement 1:** 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

**Goal 3: CCMR**

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

**Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 23% to 28% by May 2025.  
 Increase the percentage of Emergent Bilingual students from 18% to 23% by May 2025.

**Evaluation Data Sources:** SAT/ACT scores

**Strategy 1:** Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for Reading and Math.

**Strategy's Expected Result/Impact:** Increase in PSAT/SAT/TSIA and ACT scores

**Staff Responsible for Monitoring:** Administrators  
 Instructional Coach  
 Identified Teachers

**Title I:**  
 2.4, 2.5, 2.6

**- TEA Priorities:**  
 Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for Reading and Math.  <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Administrators Instructional Coach Identified Teachers  <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> CCMR <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Supplies and Reading Materials - GT (199 PIC 21) - \$2,890	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Strategy 2:** Have a college field trip for each grade level to connect with post-secondary education

**Strategy's Expected Result/Impact:** Interest in going to college

**Staff Responsible for Monitoring:** Counselors

**Title I:**





2.5, 2.6

**- TEA Priorities:**

Connect high school to career and college

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> At least one college visit per grade level</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselors</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> CCMR</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Student Travel - BASIC (199 PIC 11) - 199-11-6412-XXX-084-11-243-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On average, at risk and EL students performed 10% lower than their counterpart. <b>Root Cause:</b> School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p>
Student Learning
<p><b>Problem Statement 1:</b> 8th grade ELA and Math interim STAAR scores are in the 50% in early spring. <b>Root Cause:</b> Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.</p>
<p><b>Problem Statement 2:</b> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <b>Root Cause:</b> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</p>



## School Processes & Programs

**Problem Statement 1:** In the Spring, 20% of Juniors met the SAT Math benchmark. **Root Cause:** Additional targeted practice is needed to ensure students are ready for this particular test.

**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.

Decrease the number and percentage of white students from 16% to 8% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Focus Software

**Strategy 1:** Attendance committee to review reports.

Meetings/contracts with parents to resolve the root cause of absences.

**Strategy's Expected Result/Impact:** Decrease the number of chronic absences.

**Staff Responsible for Monitoring:** Administrators  
Counselors





**Title I:**

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Attendance committee to review reports. Meetings/contracts with parents to resolve the root cause of absences.</p> <p><b>Intended Audience:</b> Attendance committee <b>Provider / Presenter / Person Responsible:</b> Leadership team <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

**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 the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs to 20.

**Evaluation Data Sources:** Posters, agenda, newsletter

**Strategy 1:** To implement family engagement events during and after school.

**Strategy's Expected Result/Impact:** Increased parental engagement

**Staff Responsible for Monitoring:** Administrators  
Teachers  
Counselors

**Title I:**


4.1, 4.2


**- TEA Priorities:**


Connect high school to career and college


**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> To implement family engagement events during and after school.</p> <p><b>Intended Audience:</b> Students and families</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators Counselors</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> None</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Snacks and Refreshments - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-084-30-510-000000-25F10 - \$750, Support Staff OT - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-084-30-510-000000-25F10 - \$505, Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-084-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> We have seen a decline in attendance at parent engagement events since COVID. <b>Root Cause:</b> Increased timely communication and incentives are needed to increase attendance.

**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 number of team-building activities for the staff

**Evaluation Data Sources:** Agenda

**Strategy 1:** Increase the number of team-building activities for the staff

**Strategy's Expected Result/Impact:** To increase well-being amongst the staff and reinforce buy-in for the mission/vision of the school

**Staff Responsible for Monitoring:** Administrators  
Wellness Committee

**Title I:**

4.1

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Increase the number of team-building activities for the staff <b>Intended Audience:</b> staff <b>Provider / Presenter / Person Responsible:</b> administrators <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> Department Heads <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Team-building/PD - BASIC (199 PIC 11) - 199-11-6116-XXX-084-11-243-000000- - \$4,000	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Decline in team building activities for staff and students. <b>Root Cause:</b> We have spent more resources on instructional professional development.

**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 performance on World Languages AP exams

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** AP Scores

**Strategy 1:** Increase performance on World Languages AP exams by providing collaborative PD for the World Languages Teachers

**Strategy's Expected Result/Impact:** Increased AP scores

**Staff Responsible for Monitoring:** World Languages teachers  
Administrators

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Increase performance on World Languages AP exams by providing collaborative PD for the World Languages Teachers</p> <p><b>Intended Audience:</b> World Languages Teachers <b>Provider / Presenter / Person Responsible:</b> World Languages Teachers Administrators <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Subs - BASIC (199 PIC 11) - 199-11-6112-XXX-084-11-243-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide books in different languages available in the library <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> 24-25 <b>Collaborating Departments:</b> Media Services  <b>Funding Sources:</b> Books - BASIC (199 PIC 11) - 199-11-6329-XXX-084-11-243-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <b>Root Cause:</b> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</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 5:** Provide support and activities for incoming students and students learning Spanish for the first time in an effort to increase engagement and a sense of belonging.

**Strategy 1:** To increase the number of school activities during and after school

**Strategy's Expected Result/Impact:** All students

**Staff Responsible for Monitoring:** After-school Programs

Administrators

Identifies Teachers

**Title I:**

4.1

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> To increase the number of school activities during and after school</p> <p><b>Intended Audience:</b> All students</p> <p><b>Provider / Presenter / Person Responsible:</b> After-school program</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> After-school program World Language Department</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Supplies including Ink and paper - BASIC (199 PIC 11) - 199-11-6399-XXX-084-11-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> A teacher Assistant will push in and provide assistance to students learning Spanish for the first time</p> <p><b>Intended Audience:</b> New Spanish Speakers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teacher Assistant</p> <p><b>Date(s) / Timeframe:</b> 24-25</p> <p><b>Collaborating Departments:</b> Spanish Teacher</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Teacher Assistant - TITLE I (211) - 211-11-6129-04N-084-30-510-000000-25F10 - \$22,326</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:** Provide a transition Camp for incoming students

**Strategy's Expected Result/Impact:** Improved student experience

**Staff Responsible for Monitoring:** Administrators  
Instructional Coach

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide a transitional camp for incoming students</p> <p><b>Intended Audience:</b> Incoming Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 24</p> <p><b>Collaborating Departments:</b> None</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra Duty - BASIC (199 PIC 11) - 199-11-6116-XXX-084-11-243-000000- - \$3,000, Materials and supplies for camp - BEA (199 PIC 25) - 199-11-6399-001-084-25-243-000000 - \$1,722</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. <b>Root Cause:</b> New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Decline in team building activities for staff and students. <b>Root Cause:</b> We have spent more resources on instructional professional development.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Instructional Coach	Instructional Coach	211-13-6119-04N-084-30-510-000000-25F10	\$80,351.00
1	1	2	1	Tutorials/Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$500.00
1	1	3	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$500.00
1	2	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$500.00
1	3	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$250.00
1	3	2	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$750.00
2	2	1	1	Tutorials	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-084-30-510-000000-25F10	\$500.00
2	2	2	1	Extra duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$1,000.00
2	3	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-25F10	\$1,759.80
4	5	1	2	Teacher Assistant	Title I Bilingual Teacher Assitant	211-11-6129-04N-084-30-510-000000-25F10	\$22,326.00
<b>Sub-Total</b>							\$108,436.80
<b>Budgeted Fund Source Amount</b>							\$108,436.80
<b>+/- Difference</b>							\$0.00

**FAMILY ENGAGEMENT (211)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-084-30-510-000000-25F10	\$1,500.00
4	2	1	1	Support Staff OT	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-084-30-510-000000-25F10	\$505.00
4	2	1	1	Snacks and Refreshments	Snacks for parents to promote participation	211-61-6499-04L-084-30-510-000000-25F10	\$750.00
<b>Sub-Total</b>							\$2,755.00
<b>Budgeted Fund Source Amount</b>							\$2,755.00
<b>+/- Difference</b>							\$0.00

**BASIC (199 PIC 11)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Conference with Travel	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-084-11-243-000000-	\$1,793.00
1	1	1	2	Employee Travel	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-084-11-243-000000-	\$2,000.00
3	3	1	1	Tutoring	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-084-11-243-000000-	\$6,000.00
3	3	1	1	Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-084-11-243-000000-	\$1,222.00
3	4	2	1	Student Travel	INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-084-11-243-000000-	\$3,000.00
4	3	1	1	Team-building/PD	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-084-11-243-000000-	\$4,000.00
4	4	1	1	Subs	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-084-11-243-000000-	\$2,500.00
4	4	1	2	Books	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-084-11-243-000000-	\$3,000.00
4	5	1	1	Supplies including Ink and paper	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-084-11-243-000000-	\$1,000.00
4	5	2	1	Extra Duty	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-084-11-243-000000-	\$3,000.00
<b>Sub-Total</b>							\$27,515.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$27,515.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Supplies	OTHER READING MATERIALS		\$2,000.00
3	4	1	1	Supplies and Reading Materials	GENERAL SUPPLIES		\$2,890.00
<b>Sub-Total</b>							\$4,890.00
<b>Budgeted Fund Source Amount</b>							\$4,890.00
<b>+/- Difference</b>							\$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		\$3,779.00
<b>Sub-Total</b>							\$3,779.00
<b>Budgeted Fund Source Amount</b>							\$3,779.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Supplies	GENERAL SUPPLIES		\$1,372.00
<b>Sub-Total</b>							\$1,372.00
<b>Budgeted Fund Source Amount</b>							\$1,372.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Tutorial/Camps	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$1,000.00
1	1	3	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$2,000.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Camps	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$722.00
1	2	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$500.00
2	2	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$1,870.00
<b>Sub-Total</b>							\$6,092.00
<b>Budgeted Fund Source Amount</b>							\$6,092.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies	Supplies and materials - instruction	199-11-6399-001-084-25-243-000000	\$1,000.00
4	5	2	1	Materials and supplies for camp	Supplies and materials - instruction	199-11-6399-001-084-25-243-000000	\$1,722.00
<b>Sub-Total</b>							\$2,722.00
<b>Budgeted Fund Source Amount</b>							\$2,722.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Supplies	COCURRICULAR/ EXTRACURRIC   GENERAL SUPPLIES	199-36-6399-XXX-084-99-243-000000-	\$9,071.00
<b>Sub-Total</b>							\$9,071.00
<b>Budgeted Fund Source Amount</b>							\$9,071.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$166,632.80
<b>Grand Total Spent</b>							\$166,632.80
<b>+/- Difference</b>							\$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