

**Fort Worth Independent School District**  
**081 Young Women's Leadership Academy (YWLA)**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: A**



**Board Approval Date:** September 20, 2024  
**Public Presentation Date:** September 20, 2024

# Mission Statement

The Young Women's Leadership Academy of Fort Worth (YWLA) is a collaboration between the Young Women's Preparatory Network, Fort Worth Independent School District, and the Foundation for YWLA. Our campus is part of a state-wide network of all-girls public schools which focus on college readiness, responsible leadership, and health and wellness.

## Vision

YWLA is a high performing, Title I, urban, public school that works to develop the full potential of every girl by fostering an educational environment that encourages critical thinking, inspires student confidence, and nurtures both the intellectual and social development necessary to graduate college and become successful women leaders in the global community.

Fort Worth ISD's first single-gender school, the Young Women's Leadership Academy (YWLA), opened its doors in August 2010 to 75 sixth-graders and 75 seventh-graders. The YWLA meets the needs of young women by providing an outstanding college preparatory curriculum emphasizing math, science, and technology. YWLA offers girls a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social development necessary for college, career, and life success. Challenging coursework, field-based exploration, and personalized counseling help students transition from middle school to high school, higher education, and beyond.

The YWLA is made possible by a partnership between the Fort Worth ISD and the Young Women's Preparatory Network. The YWLA is also supported in part by the [Foundation for the Young Women's Leadership Academy of Fort Worth](#).

### Additional YWLA highlights:

- Leadership skills are emphasized along with excellence in math, science, and technology
- YWLA is designed for students with a strong commitment to graduating from college
- A grade level was added each year, with the first graduating class in 2016
- YWLA offers Career Pathways in Robotics and Engineering, Graphic Design, and Advanced Art/Visual Arts
- Students may participate in UIL Cheer, Volleyball, Basketball, Soccer, Cross Country, Flag Football, Swimming, and Track and Field.
- Fort Worth ISD provides transportation for YWLA students who reside within the District

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	8
Priority Problem Statements .....	9
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	14
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. ....	14
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. ....	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025. ....	24
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	32
Campus Funding Summary .....	40
Policies, Procedures, and Requirements .....	44

# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Young Women's Leadership Academy is a 6-12 college preparatory campus, which focuses on preparing students for success, to and through college. The focus surrounds the areas of Art, Graphic Designs and Architecture and Civil Engineering, with a focus of health and wellness, college readiness and responsible leadership.

We currently have a 100% graduation rate. We are 100% female. We have students enrolled from grades 6-12. We have a steady of enrollment of 404 students, that span over 40 zip codes and 80 elementary schools. Our racial breakdown is as follows: Hispanic 61.2%, Black 18.5%, White 13.8%, Asian 4% and Two or more races 2.2%. We are at 68% Free and Reduced Lunch. Our special needs population is 1.3%, which is significantly lower than the district or state. We are 73% economically disadvantaged. Our student teacher ratio is 14:1. The demographics of our teachers by race is 42% white, 35% Black, 19% Hispanic and 3% Asian. Our graduation rate is 100%, as we have a 100% CCMR measure. 19.5% of our students are Emergent Bilingual. 24% of our faculty are male, and 76% of our faculty are female. Our discipline increased substantially, with 3 placements into DAEP. Our At-Risk rate is 42%, which means that almost 50% of our students are in danger of not graduating high school. 52.5% of our population is labeled Gifted and Talented. We have 1.8% mobility rate, with an attrition rate of 14.7%.

### Demographics Strengths

We are diverse student body, which serves the city of Fort Worth. We have a strong achievement in our CCMR measures. Our low number of Special Education students provides the opportunity for more individualized interventions. Many of our students do not leave our campus during the year for other campuses. Our discipline is such that Restorative Practices can be implemented throughout the building, with veracity. Our students have the opportunity to learn from diverse educators, alongside diverse students from all areas of the city.

We have a low motility rate of students. We have a diverse student body, which represents every pyramid in the district. All students take college readiness assessments and have a commitment to applying to a post secondary education. Each student has at least one faculty member they can identify with on the basis of beliefs, religion, ethnicity or culture.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA. **Root Cause:** Campus is not located within a neighborhood.

**Problem Statement 2 (Prioritized):** At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training

faculty and staff on how to best meet student needs of at-risk students.

# Student Learning

## Student Learning Summary

Our students begin taking advanced courses beginning in the 6th grade, as well as college assessments. As our students enter at varying readiness levels, interventions are necessary to meet the rigorous expectations of the program.

The campus definition of college readiness is a met benchmark on SAT and at least one qualifying score on an AP test prior to graduation. While our SAT scores are above the district and state averages, they are still not at a level to ensure college funding or acceptance for students. Our AP participation rate 100%, with an expectation for students to take the exam at the end of the course. Our AP passing rates are not in line with our AP Potential Data. Our On Ramps data is not reflective of our student achievement on other assessments, such as STAAR, EOC, PSAT and SAT.

We have students achieving the Approaches Level on Algebra 1, we dropped double digits on our Meets and Masters Level. Less than 3% of our students are eligible for college credit in On Ramps Math courses, even though they have met or mastered the EOC previously. Our SAT math scores are about the district and state, they still are low.

## Student Learning Strengths

100% of students meet the CCMR metric and are provided with a variety of options to achieve this metric. 76% of our students met the benchmark on the SAT for ELA. This is double the district and 20% higher than the state and global percentages. 35% of our students met the benchmark in math, which is only 5% points higher than the state and global percentages. Our average SAT is a 1034. 25 students scored below a score of 1000 on the SAT, out of a class of 54. 6 students scored below the district average in total score.

63% of the students a 3 or higher on at least one AP exam prior to graduation. We gave 452 exams to 252 students. 40% of our students scored a score of 3 or higher, which is almost meeting the percentage of 2019 at 43%. We gave the largest number of AP exams in the history of the program. We had the 2nd highest number of qualifying scores in the history of AP at YWLA. Our number of qualifying scores increased from 60 to 102. We increased our percentage of passing exams from 26.09% in 2021 to 40.48% in 2022.

100% of our students were accepted to at least one 4-year college or university. Our students earned 11.5 million dollars in merit scholarships. Our students earned 11 full ride scholarships to college.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT **Root Cause:** ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.

**Problem Statement 2:** Students are achieving AP Potential on PSAT exams, but are not receiving qualifying scores on AP exams. **Root Cause:** AP Program is not data focused and teacher capacity needs to be built.

**Problem Statement 3 (Prioritized):** 100% of the students in high school do not have an unweighted GPA of 3.5. **Root Cause:** Monitoring process for students is new and is actively tracks students progress.

# School Processes & Programs

## School Processes & Programs Summary

YWLA is a college prep campus that offers advanced courses. There are two administrators and two counselors, one designated for middle school and one for high school. We have a Post Secondary Success Specialist and a College Success Advisor and a Title I funded Data Analyst.

Programs offered surround the Art, Graphic Design and Engineering Pathways. In addition, our enhancement funding surrounds our three pillars: college readiness, responsible leadership and health and wellness. Our students are exposed to colleges and experiences. In addition, each grade participates in a train ride to Dallas to experience cultural events, such as museums and the aquarium.

Students participate in etiquette and networking to build their capacity, as leaders. In addition, we celebrate all achievements which lead to college readiness, through awards ceremonies and celebrations.

We have implemented a culture of success by chartering a National Junior Honor Society, National Art Honor Society and National Spanish Honor Society. Students may participate in programs such as Student Council.

## School Processes & Programs Strengths

AVID is a structure that we implemented in grades 6-9. Core teachers have attended AVID training. Our AVID Coordinator ensures that all teachers are using structures in class.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our core classes are not vertically aligned. **Root Cause:** Our teams do not currently have content meetings, and there has not been a vertical alignment training to ensure all teachers understand what is to be taught each year.

**Problem Statement 2:** Students returned from the pandemic lacking structures and study skills necessary to support academic achievement. **Root Cause:** Students missed time in the classroom to build academic skills.

# Perceptions

## Perceptions Summary

School is located in downtown Fort Worth. Community is very supportive of the school. We have a waiting list annually for interested parents. Our parents like being downtown, and like the opportunities that are provided. We hired three new teachers, due to vacancies. Our staff retention was high. We are less than 75 people from program capacity.

YWLA has a culture of sisterhood and involves many community stakeholders. We have a supportive Foundation Board, and they fund many projects. We receive outside grants to support enhancement initiatives.

## Perceptions Strengths

YWLA has great community and stakeholder support. Our visibility is growing through media. Our Foundation Board works to increase visibility of school and school needs. Our students are perceived as poised and college bound.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is the idea that we have more resources than we have been allocated. **Root Cause:** Many opportunities are provided for free that would normally cost funding.

**Problem Statement 2 (Prioritized):** There is a belief YWLA students do not need social and emotional supports. **Root Cause:** Students perform well on assessments and meet college metrics of success.

**Problem Statement 3 (Prioritized):** There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

**Problem Statement 4 (Prioritized):** There is a belief that our student body is not reflective of the FWISD or Fort Worth population. **Root Cause:** There is not much interaction between our students and the rest of the district.

**Problem Statement 5 (Prioritized):** There is a belief that we are not a public school. **Root Cause:** We are a school of choice, we have a uniform and our model differs from traditional schools.



# Priority Problem Statements

**Problem Statement 1:** With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA.

**Root Cause 1:** Campus is not located within a neighborhood.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** At-risk students: failure rate

**Root Cause 2:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a belief YWLA students do not need social and emotional supports.

**Root Cause 3:** Students perform well on assessments and meet college metrics of success.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is a belief that YWLA students do not need interventions in math and on college test prep.

**Root Cause 4:** Students are expected to meet all grade level and CCMR measurements.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is the idea that we have more resources than we have been allocated.

**Root Cause 5:** Many opportunities are provided for free that would normally cost funding.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There is a belief that we are not a public school.

**Root Cause 6:** We are a school of choice, we have a uniform and our model differs from traditional schools.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a belief that our student body is not reflective of the FWISD or Fort Worth population.

**Root Cause 7:** There is not much interaction between our students and the rest of the district.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT

**Root Cause 8:** ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Our core classes are not vertically aligned.

**Root Cause 9:** Our teams do not currently have content meetings, and there has not been a vertical alignment training to ensure all teachers understand what is to be taught each year.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 100% of the students in high school do not have an unweighted GPA of 3.5.

**Root Cause 10:** Monitoring process for students is new and is actively tracks students progress.

**Problem Statement 10 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 21, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 80% to 90% by May 2025.

Increase the percentage of African American from 80% to 90% by May 2025.

### High Priority

**Evaluation Data Sources:** PSAT Scores

**Strategy 1:** Continue SAT Study sessions for Juniors in February to support their efforts.

**Strategy's Expected Result/Impact:** Higher PSAT scores amongst all students

**Staff Responsible for Monitoring:** College Success Advisory

### Title I:

2.4, 2.5, 2.6

#### - TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

#### - ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### - Targeted Support Strategy

**Problem Statements:** Student Learning 1 - Perceptions 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Research and provide quote for PSAT and SAT prep to Foundation for College, Provide support for students in class with general supplies.</p> <p><b>Intended Audience:</b> MS and HS GEMS</p> <p><b>Provider / Presenter / Person Responsible:</b> CSA and PSS</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> CIC</p> <p><b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> General Supplies - TITLE I (211) - 211-11-6399-04N-081-30-510-000000-25F10 - \$5,000, paper and general supplies - GT (199 PIC 21) - \$1,200, - BASIC (199 PIC 11) - 199-11-6399-XXX-081-11-243-000000- - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Maintain College Readiness Awards that support growth on PSAT and eventually SAT growth.</p> <p><b>Intended Audience:</b> MS and HS GEMS</p> <p><b>Provider / Presenter / Person Responsible:</b> PSS</p> <p><b>Date(s) / Timeframe:</b> February 2025</p> <p><b>Collaborating Departments:</b> Admin, Teachers, CIC, Counselors</p> <p><b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> Certificates, paper, incentives - GT (199 PIC 21) - \$500</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:**

Student Learning
<p><b>Problem Statement 1:</b> Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT <b>Root Cause:</b> ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.</p>
Perceptions
<p><b>Problem Statement 3:</b> There is a belief that YWLA students do not need interventions in math and on college test prep. <b>Root Cause:</b> Students are expected to meet all grade level and CCMR measurements.</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 students who score at Meets or above on STAAR English II from 91% to 100% by May 2025.

Increase the percentage of African American students from 80% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** EOC Scores

**Strategy 1:** Address Student Deficiency in executive function by purchasing planners and organizing resources

**Strategy's Expected Result/Impact:** Students will use planners to organize themselves and stay on target for deadlines.

**Staff Responsible for Monitoring:** Campus Leadership

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - Perceptions 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Students will receive planners and other general supplies to assist with mastering executive function</p> <p><b>Intended Audience:</b> At Risk Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and AVID Teachers</p> <p><b>Date(s) / Timeframe:</b> 2024-2025</p> <p><b>Collaborating Departments:</b> Teachers</p> <p><b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> Planners - SCE (199 PIC 24) - 199-11-6399-001-081-24-243-000000- - \$1,200</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:**

**Student Learning**

**Problem Statement 1:** Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT **Root Cause:** ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.

**Perceptions**

**Problem Statement 2:** There is a belief YWLA students do not need social and emotional supports. **Root Cause:** Students perform well on assessments and meet college metrics of success.

**Problem Statement 3:** There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

**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 6th grade from 79% to 87% by May 2025.  
Increase the percentage of White students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 77% to 90% at Meets by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, Focus, Eduphoria

**Strategy 1:** Utilize PLC Framework as a habit of practice in planning times and throughout the building as a culture of practice.

**Strategy's Expected Result/Impact:** Teachers will determine highest leverage strategies that will support student learning and growing at high levels.

**Staff Responsible for Monitoring:** Campus Leadership, Instructional Coach

**Title I:**

2.4, 2.6

- **TEA Priorities:**


Recruit, support, retain teachers and principals, Improve low-performing schools

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Utilize planning days for teachers to dig deeper with more time for instructional discourse <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin, CIC, PSS <b>Date(s) / Timeframe:</b> August-June <b>Collaborating Departments:</b> DSC <b>Delivery Method:</b> in-person and online  <b>Funding Sources:</b> Substitutes - TITLE I (211) - 211-11-6112-0PD-081-30-510-000000-25F10 - \$4,000, Extra duty after-hours - TITLE I (211) - 211-11-6116-04N-081-30-510-000000-25F10 - \$2,000, Extra Duty After Hours - TITLE I (211) - 211-11-6121-04N-081-30-510-000000-25F10 - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

**School Processes & Programs**

**Problem Statement 1:** Our core classes are not vertically aligned. **Root Cause:** Our teams do not currently have content meetings, and there has not been a vertical alignment training to ensure all teachers understand what is to be taught each year.

**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 82% to 100% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 72% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** PSAT

**Strategy 1:** Create opportunities for intervention during advisory for students needing level three interventions

**Strategy's Expected Result/Impact:** Students needing level three interventions will show growth in Mathematics MAP, PSAT, and STAAR

**Staff Responsible for Monitoring:** Inclusion Teacher, Teachers, Admin, CIC

**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2 - Perceptions 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Plan with teachers sharing ways to support students using latest research.</p> <p><b>Intended Audience:</b> Low performing Students and Students under the Sped and 504 umbrella</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, College Board, FWISD Support</p> <p><b>Date(s) / Timeframe:</b> August - June</p> <p><b>Collaborating Departments:</b> NMSI, Admin, College Board, FWISD Support</p> <p><b>Delivery Method:</b> in - person and online</p> <p><b>Funding Sources:</b> - SPED (199 PIC 23) - \$664, - BASIC (199 PIC 11) - 199-11-6399-XXX-081-11-243-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure that our CTE Pathways are equipped with materials that support student growth and development in CTE <b>Intended Audience:</b> CTE Students <b>Provider / Presenter / Person Responsible:</b> CTE Teachers <b>Date(s) / Timeframe:</b> August - June <b>Collaborating Departments:</b> CTE Department <b>Delivery Method:</b> in-person and online  <b>Funding Sources:</b> - CTE (199 PIC 22) - \$6,037	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>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA. <b>Root Cause:</b> Campus is not located within a neighborhood.</p>
<p><b>Problem Statement 2:</b> At-risk students: failure rate <b>Root Cause:</b> Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> There is a belief that YWLA students do not need interventions in math and on college test prep. <b>Root Cause:</b> Students are expected to meet all grade level and CCMR measurements.</p>

**Goal 2: Early Math**

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

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 72% to 90 % by May 2025. The percentage of African American students from 63% to 80% by May 2025.

**High Priority**

**Evaluation Data Sources:** Eduphoria, CRS

**Strategy 1:** Utilize Springboard Strategies within the classroom

**Strategy's Expected Result/Impact:** Increase percentage of first time testers who score at Meets or above on STAAR.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create opportunities for Teachers to plan together <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> August2024- June 2025 <b>Collaborating Departments:</b> CIC <b>Delivery Method:</b> in-person and online  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6112-XXX-081-11-243-000000- - \$2,000, - BASIC (199 PIC 11) - 199-11-6299-XXX-081-11-243-000000- - \$3,300	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>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 98,1% to 100% by May 2025.  
 Increase the percentages of Hispanic students from 98.1% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** CCMR Indicators and Counselor's Report

**Strategy 1:** Increase opportunities to take AP courses, prep exams, and TSI prep.

**Strategy's Expected Result/Impact:** Increased percentage of 12th grade students attaining at least one CCMR indicator by Graduation.

**Staff Responsible for Monitoring:** PSS, Counselors, Administrators

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


**- ESF Levers:**


Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**- Targeted Support Strategy - Additional Targeted Support Strategy**


**Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> SAT prep sessions <b>Intended Audience:</b> Juniors and Seniors <b>Provider / Presenter / Person Responsible:</b> CSA, Contracted Services <b>Date(s) / Timeframe:</b> August 2024- June 2025 <b>Collaborating Departments:</b> CSA, YWPN <b>Delivery Method:</b> in-person and online  <b>Funding Sources:</b> - GT (199 PIC 21) - \$1,781, - GT (199 PIC 21) - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

**Student Learning**

**Problem Statement 1:** Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT **Root Cause:** ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.

**Perceptions**

**Problem Statement 3:** There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 88.6% to 95% by May 2025.

Increase the percentage of African American students from 98.6% to 99% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR, MAP, Unit Assessments

**Strategy 1:** Create Data Tracking System to support in the absence of a Data Analyst

**Strategy's Expected Result/Impact:** Identify and track students identified as off track. Identify and track low performing TEKS and equip teachers and build capacity.

**Staff Responsible for Monitoring:** CIC, Assistant Principals, Principal

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**


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


**- Targeted Support Strategy**

**Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Maintain records of progress for EL students and provide recommendations for instruction improvement. <b>Intended Audience:</b> Student <b>Provider / Presenter / Person Responsible:</b> CIC, Admin <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> None  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6321-XXX-081-11-243-000000- - \$3,000, - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-081-99-243-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

**Student Learning**

**Problem Statement 1:** Our students not achieving grade level or credit mastery are higher in middle school ELA courses rather than in Math courses, however they are meeting benchmarks on STAAR/EOC and PSAT **Root Cause:** ELA instruction and interventions are new and our Teachers are learning how to structure support for struggling readers.

**Perceptions**

**Problem Statement 3:** There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

**Goal 3: CCMR**

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

**Performance Objective 3:** Increase the percentage of eligible students who have successfully completed Algebra 1 by the end of 9th grade from 92% to 100% by May 2025.

Increase the percentage of English Learners from 82% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** Eduphoria, MAP, Focus, CRS

**Strategy 1: IXL Licenses**

**Strategy's Expected Result/Impact:** Improved Algebra I preparedness

**Staff Responsible for Monitoring:** AP, Principal

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**- Targeted Support Strategy - Additional Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> IXL during Advisory  <b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-081-99-243-000000- - \$3,354, - SCE (199 PIC 24) - 199-11-6112-001-081-24-243-000000- - \$1,622, - BEA (199 PIC 25) - 199-11-6396-001-081-25-243-000000 - \$838	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:**

## School Processes & Programs

**Problem Statement 1:** Our core classes are not vertically aligned. **Root Cause:** Our teams do not currently have content meetings, and there has not been a vertical alignment training to ensure all teachers understand what is to be taught each year.

**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 98.1% to 100% by May 2025.

Increase the percentage of Hispanic Students who meet SAT or ACT criteria for CCMR from 98.1% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** SAT, CCMR

**Strategy 1:** Audit CCMR information monthly with counseling team and admin each six weeks

**Strategy's Expected Result/Impact:** 100% CCMR Met

**Staff Responsible for Monitoring:** Counselor, Admin

**Title I:**

2.4, 2.6





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Audit CCMR information monthly with counseling team and admin each six weeks <b>Intended Audience:</b> 9-12 <b>Provider / Presenter / Person Responsible:</b> Counselor <b>Date(s) / Timeframe:</b> each six-weeks <b>Collaborating Departments:</b> admin <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 4 Problem Statements:**

## Perceptions

**Problem Statement 3:** There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

**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 3% to 1% by May 2025.

Decrease the number and percentage of Hispanic students from 3% to 1% by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus, Daily Attendance , FES Qualtrics

**Strategy 1:** Create schedule to allow Family Engagement Specialist to create time for calls and home visits.

**Strategy's Expected Result/Impact:** Increased student attendance

**Staff Responsible for Monitoring:** FES, CSA, PSS, APs, and Principal

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**





Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire Family Engagement Specialist <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> FES <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> in-person  <b>Funding Sources:</b> - TITLE I (211) - 211-61-6129-04L-081-30-510-000000-25F10 - \$32,276	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Create and sponsor family nights that invite families into the campus. Including Snacks for parents to promote participation</p> <p><b>Intended Audience:</b> Families and Students  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> August 2024-June 2025  <b>Collaborating Departments:</b> FES, Campus Clubs  <b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-081-30-510-000000-25F10 - \$1,696</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA. <b>Root Cause:</b> Campus is not located within a neighborhood.</p> <p><b>Problem Statement 2:</b> At-risk students: failure rate <b>Root Cause:</b> Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.</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 2:** Increase positive response by students to the learning environment on the climate survey from 0% to 80% by May 2025. Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 80% by May 2025.

**Evaluation Data Sources:** Climate Survey

**Strategy 1:** Improve learning environment with collaborative spaces for students

**Strategy's Expected Result/Impact:** Create safe places and collaborative spaces for students to work

**Staff Responsible for Monitoring:** Principal

**Title I:**

2.4

**- TEA Priorities:**

Improve low-performing schools


**- ESF Levers:**


Lever 3: Positive School Culture


**- Targeted Support Strategy**


**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase custom furniture for collaborative spaces through Vendors with FWISD <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Vendors <b>Date(s) / Timeframe:</b> August-June 2025 <b>Collaborating Departments:</b> Purchasing <b>Delivery Method:</b> in-person  <b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-36-6398-XXX-081-99-243-000000- - \$4,500	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** There is the idea that we have more resources than we have been allocated. **Root Cause:** Many opportunities are provided for free that would normally cost funding.

**Problem Statement 2:** There is a belief YWLA students do not need social and emotional supports. **Root Cause:** Students perform well on assessments and meet college metrics of success.

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6 to 0 by May 2025.

**Evaluation Data Sources:** Focus Discipline Spreadsheet

**Strategy 1:** With an interventionist, we will be able to hold more groups and restorative circles supporting our students.

**Strategy's Expected Result/Impact:** Less suspensions

**Staff Responsible for Monitoring:** Interventionist, AP, Principal

**Title I:**

2.6

**- TEA Priorities:**

Improve low-performing schools


**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing


**- Targeted Support Strategy**

**Problem Statements:** Perceptions 2


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create PBIS cards for students and purchase incentives when they are successful <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> Interventionist <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> in-person  <b>Funding Sources:</b> - TITLE I (211) - 211-11-6499-04N-081-30-510-000000-25F10 - \$855.20	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

## Perceptions

**Problem Statement 2:** There is a belief YWLA students do not need social and emotional supports. **Root Cause:** Students perform well on assessments and meet college metrics of success.

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 0% to 80% 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 0% to 80% by May 2025.

**Evaluation Data Sources:** Parent Survey

**Strategy 1: Utilize District calendar to plan events for parents that engages them in their students academic and social emotional well-being.**

**Strategy's Expected Result/Impact:** Increased positive perception of parent engagement.

**Staff Responsible for Monitoring:** FES

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Perceptions 1, 4, 5

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Utilize District calendar to plan events for parents that engages them in their students academic and social emotional well-being. <b>Intended Audience:</b> families and GEMS <b>Provider / Presenter / Person Responsible:</b> FES <b>Date(s) / Timeframe:</b> August -May <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> in-person and online	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA. **Root Cause:** Campus is not located within a neighborhood.

### Perceptions

**Problem Statement 1:** There is the idea that we have more resources than we have been allocated. **Root Cause:** Many opportunities are provided for free that would normally cost funding.

**Problem Statement 4:** There is a belief that our student body is not reflective of the FWISD or Fort Worth population. **Root Cause:** There is not much interaction between our students and the rest of the district.

**Problem Statement 5:** There is a belief that we are not a public school. **Root Cause:** We are a school of choice, we have a uniform and our model differs from traditional schools.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04N-081-30-510-000000-25F10	\$5,000.00
1	3	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-081-30-510-000000-25F10	\$4,000.00
1	3	1	1	Extra Duty After Hours	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-081-30-510-000000-25F10	\$2,000.00
1	3	1	1	Extra duty after-hours	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-081-30-510-000000-25F10	\$2,000.00
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-081-30-510-000000-25F10	\$32,276.00
4	3	1	1		Snacks or incentives for students	211-11-6499-04N-081-30-510-000000-25F10	\$855.20
<b>Sub-Total</b>							\$46,131.20
<b>Budgeted Fund Source Amount</b>							\$46,131.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2		Snacks for parents to promote participation	211-61-6499-04L-081-30-510-000000-25F10	\$1,696.00
<b>Sub-Total</b>							\$1,696.00
<b>Budgeted Fund Source Amount</b>							\$1,696.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-081-11-243-000000-	\$6,000.00



BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-081-11-243-000000-	\$3,000.00
2	2	1	1		INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-081-11-243-000000-	\$3,300.00
2	2	1	1		INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-081-11-243-000000-	\$2,000.00
3	2	1	1		INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-081-11-243-000000-	\$3,000.00
<b>Sub-Total</b>							\$17,300.00
<b>Budgeted Fund Source Amount</b>							\$17,300.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	paper and general supplies	GENERAL SUPPLIES		\$1,200.00
1	1	1	2	Certificates, paper, incentives	GENERAL SUPPLIES		\$500.00
3	1	1	1		GENERAL SUPPLIES		\$1,781.00
3	1	1	1		MISC CONTRACTED SERVICES		\$1,000.00
<b>Sub-Total</b>							\$4,481.00
<b>Budgeted Fund Source Amount</b>							\$4,481.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2		GENERAL SUPPLIES		\$6,037.00
<b>Sub-Total</b>							\$6,037.00
<b>Budgeted Fund Source Amount</b>							\$6,037.00
<b>+/- Difference</b>							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1		GENERAL SUPPLIES		\$664.00
<b>Sub-Total</b>							\$664.00
<b>Budgeted Fund Source Amount</b>							\$664.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Planners	Supplies and materials for instructional use	199-11-6399-001-081-24-243-000000-	\$1,200.00
3	3	1	1		Subs for supplemental instruction	199-11-6112-001-081-24-243-000000-	\$1,622.00
<b>Sub-Total</b>							\$2,822.00
<b>Budgeted Fund Source Amount</b>							\$2,822.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1		Technology - instruction	199-11-6396-001-081-25-243-000000	\$838.00
<b>Sub-Total</b>							\$838.00
<b>Budgeted Fund Source Amount</b>							\$838.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		COCURRICULAR/ EXTRACURRIC   GENERAL SUPPLIES	199-36-6399-XXX-081-99-243-000000-	\$3,000.00
3	3	1	1		INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-081-99-243-000000-	\$3,354.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
4	2	1	1		COCURRICULAR/ EXTRACURRIC   FURN&EQUIP < \$5000	199-36-6398-XXX-081-99-243-000000-	\$4,500.00
<b>Sub-Total</b>							\$10,854.00
<b>Budgeted Fund Source Amount</b>							\$10,854.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$90,823.20
<b>Grand Total Spent</b>							\$90,823.20
<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