

# Big Spring Independent School District

## Washington Elementary

### 2024-2025 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

*The mission at Washington Elementary is to provide a nurturing, safe, and diverse learning environment to create a tribe of scholars who OWN their learning.*

# Vision

*The vision at Washington Elementary is to use data driven instruction and effective teaching strategies to promote student achievement.*

# Value Statement

*#C.O.A.C.H. Creating Ownership and Changing Habits*

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
Goal 1: Washington will have the following goals for the 2024-2025 school year. Reading will have 90% at Approaches; 60% at Meets; and 30% at Masters. Math will have 90% at Approaches; 60% at Meets; and 30% at Masters. ....	14
Goal 2: Washington Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction based on MTSS protocols in a structured environment of accountability and supports. ....	17
Goal 3: Washington Elementary will include parents/guardians in opportunities to support their students academically. ....	19
Goal 4: Washington will have a zero tolerance policy for bullying. ....	21
Goal 5: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services. ....	23
State Compensatory .....	29
Budget for Washington Elementary .....	29
Personnel for Washington Elementary .....	29
Title I .....	30
1.1: Comprehensive Needs Assessment .....	30
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	30
2.2: Regular monitoring and revision .....	30
2.3: Available to parents and community in an understandable format and language .....	30
2.4: Opportunities for all children to meet State standards .....	30
2.5: Increased learning time and well-rounded education .....	31
2.6: Address needs of all students, particularly at-risk .....	32
3.1: Annually evaluate the schoolwide plan .....	32
4.1: Develop and distribute Parent and Family Engagement Policy .....	32
4.2: Offer flexible number of parent involvement meetings .....	33
5.1: Determine which students will be served by following local policy .....	33
Title I Personnel .....	34
Addendums .....	35

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Washington Elementary has a new configuration this year. We have combined all district third and fourth graders this year. That puts us at 258 3rd graders and 226 4th graders. We have a diverse population that includes multiple races.

The demographic make up of the campus is as follows:

Asian <1%

Black 4%

Hispanic 75%

Indian 0%

Pacific Islander <1%

Two or more races 4%

White 24%

Economically Disadvantaged 83%

At Risk 62%

Sped 29%

Gifted and Talented 4%

Military Connected 3%

Homeless <1%

### Demographics Strengths

The campus housing all third and fourth graders for the district is a strength. This allows for the math and reading teams to become experts in their grade level expectations. We are able to develop academic goals and plans for students since they are all housed in the same building. The mobility that we do experience is from families moving to town or from

town. The consistency in teaching, since both groups have 45 minutes per day to PLC, leads to strengthened planning and preparation. The PLC 4 questions are addressed at daily PLC meetings. We also have compiled 4 years worth of curriculum mapping and lesson planning. The goal for this year is to utilize plans and improve upon them. Another PLC focus is modeling where each teacher takes turns modeling weekly and receive feedback and the group is then able to address improvements in the planning process to have better Tier 1 instruction in front of our students.

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

**Problem Statement 1:** Washington missed target in subpopulation of White. **Root Cause:** This sub pop is often times dual coded as Eco Dis as well.

**Problem Statement 2:** Our students in the socio-economical group of learners are showing some growth or skills when entering third grade for the 2024-2025 school year. 52% on grade level. **Root Cause:** Gaps in knowledge are created by a variety of causes. We have an influx of students arriving with no English language experience.

# Student Learning

## Student Learning Summary

Based on the 2023 state accountability results, Washington Elementary showed improvement from the previous 6 years. In Domain 1 - Student Achievement, Washington had a scaled score of 72 and a rating of C. In Domain 2 - School Progress, Washington had a scale score of 76 and a rating of C. In Domain 3 - Washington had a scaled score of 74 and a rating of C.

Washington Elementary follows the district TEKS resource for scope and sequence for math, supplementing with Eurkea pieces of application problems and fluency, and HMH for reading as is the new adoption. Teachers have access to DMAC, Dreambox, Mindplay, NWEA, to pull data from when assessing the students. We have 5 staff members taking the Reading Academy at this time.

## Student Learning Strengths

Students coming to Washington in the third grade are showing increased improvement from second grade. The data that informs this statement comes from NWEA at the beginning of the year.

Students continue to improve year-to-year. There are pockets of growth where we are receiving students that have more capacity that we have in previous years. Teachers are also building this capacity in each other so that we can optimize their personal strengths as teachers. We have two Instructional Coaches that are actually assigned a group of students between them and the other half of their day is designed to either vertically align with 2nd grade PLC teams so that the push to get more students coming to us on grade level or at least closer. Another facet of their duties include coaching the teachers on Washington campus within their subject and classroom so optimize capacity within our teachers as well. The Instructional Coaches are also able to be utilized as model teachers. In order to strengthen teacher capacity, a newer or struggling teacher can be sent to watch the coach teach a lesson then debrief afterwards to bolster their teaching.

Washington is strong in utilizing data and analyzing for optimal growth. The reporting of DAQs within the PLCs are allowing us to better analyze our immediate data on daily objectives to evaluate progress in the moment. Data sheets are now color-coded with STAAR conversion data for an easily read analysis of student progress through their CFAs and Guided Reading level Checkpoints. We do a weekly data dig discussion in Math. In Reading, we do this per unit and within CFAs and focus TEKS. We are working through our third year of Texas Instructional Leadership training. The same consultant that has been with us for the past 3 years continues to schedule implementation support. The focus this year is on Guided Discourse and Teacher Action Steps.

DMAC, TEKS Resource, Lead4ward, and HMH are resources that teachers use when planning to provide a framework to follow allowing students to obtain the needed academic vocabulary and lesson plans needed to help students be successful on district checkpoints and STAAR test. Instructional coaches and admin guide teachers in designing challenging lesson plans that target specific low areas of need with students. Instructional coaches and teachers with previous experience help model lessons for newer inexperienced or struggling teachers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Washington is having students come in on a closer to grade level level in both math and reading. **Root Cause:** Reading and math scores in 2nd grade have been inflated according to EOY 2nd and BOY 3rd NWEA screeners that are given 3x per year.

**Problem Statement 2:** Teachers are given several programs to use, but lack the time and training to become proficient with these programs. **Root Cause:** Consistency in the programs has not been achieved, and teachers are only trained once a year for most of the programs.

**Problem Statement 3:** Students are still coming to us 1-2 years behind in reading. **Root Cause:** We are using a more Balanced Literacy approach to the structure within the ELAR classes to integrate and have more time to focus upon skill.

**Problem Statement 4:** Our students in the socio-economical group of learners are showing some growth or skills when entering third grade for the 2024-2025 school year. 52% on grade level. **Root Cause:** Gaps in knowledge are created by a variety of causes. We have an influx of students arriving with no English language experience.

**Problem Statement 5:** A level of rigor has not been established in questioning techniques with teachers. **Root Cause:** Not enough emphasis has been given to questioning and student discourse. This campus continues to have a goal for Guided Discourse being implemented with more efficacy throughout.

**Problem Statement 6:** New staff needing to be trained quickly in order to implement classroom and school-wide procedures for the school to run efficiently. **Root Cause:** Turn over each year.

**Problem Statement 7:** Knowledge of technology programs as well as on-boarding new staff sometimes hinders the implementation of learning support programs. **Root Cause:** Roles and Responsibilities of who should be responsible for this and training.

**Problem Statement 8:** Our students in the socio-economical group of learners are showing some growth or skills when entering third grade for the 2024-2025 school year. 52% on grade level. **Root Cause:** Gaps in knowledge are created by a variety of causes. We have an influx of students arriving with no English language experience.

# School Processes & Programs

## School Processes & Programs Summary

The time for both subject areas to have PLC together has been held sacred through scheduling within the master schedule. There are large blocks of uninterrupted time for teachers and students to be engaged in the learning. The supports put in through the specials rotation, by working on reading and math computer programs, also provide computerized intervention times that do show progress over time. Teachers analyzing student work and really identifying the gaps have been something that both PLC groups have put in place to help strengthen Tier 1 instruction.

Administration: Principal is in 3rd year at Washington Elementary. There have been 4 different principals in the past 7 years. The current administration was put in place Summer 2021. The Assistant Principal at Washington is back for the second year, so that gives stability to the administrators. She comes with a curriculum background as well as a counseling certification. There are 6 out of 6 returning math teachers and 1 new-to-third grade reading teacher. The new administration hired the needed teachers but also met with returning teachers to better know and determine their strengths and weaknesses and their perception of the campus and student needs. This provided remaining teachers ownership within the newly formed staff. The administrative team attends PLCs faithfully to show buy-in and be able to understand what they should be seeing in classroom walk-throughs. This administrative presence in the classrooms daily and weekly allows teachers to feel supported and students to see that their administrators know and care about what they are learning. Administrators and Instructional Coaches are trained in Observation/Feedback Cycles. Administration and Instructional coaches are implementing these.

There are very few new staff members on the teaching side of things. There has been a turn over in paraprofessional staff. The way that Washington Elementary is choosing to look at this for the year is that we (the administration) built this staff, it is up to us to get them to where we need them to be. Utilizing individual teachers' strengths is the best way for us to leverage all teachers' capacity. Out of the new staff, there are only 2 brand new teachers. Others have experience in different grade levels. The experience that they already have gives them an advantage having been a teacher of record before. We also have 2 Instructional Coaches that are leading the PLCs and providing the coaching that a staff with these characteristics need.

Parent engagement is always a focus of campuses. We want to partner with these families for the year that we have their student and see optimum growth. Many times the jump from a lower-elementary setting (K-2) campus comes with growing pains for parents and students. Washington Elementary is ready to take on this obstacle and bring parents into the school environment and show them how we will challenge their students and hold them accountable.

Washington Elementary is committed to partnering with the parents of our students. We are also establishing a strong partnership within the community. We have various activities going on with nearby Howard College that involves bringing students from the college into the campus. Parents are invited to attend parent conferences 2x yearly to learn about their students progress. We encourage parents to sign up for Classroom Dojo to communicate with teachers and be able to view classroom activities and school-wide reminders. We have utilized partnerships with High School events. We have used a pep rally reward, a football game reward, we have others planned. These are tied to Accelerated Reading goals - points and percentages.

## School Processes & Programs Strengths

Curriculum mapping and supplementing the established curriculum are two focuses the PLC groups have happening throughout the year. Reading is integrating the social studies curriculum whenever possible through their reading instruction. Math is integrating with science as well. By using both of these standards-based learning focuses, we are exposing students to informational text each day.

The staff that was left to hire was completely hired and placed by the new administration. Building upon previous experience of the staff hired, it was important that they be partnered with a certified, experienced teacher wherever possible. Being cognizant of the newness of the staff, it was also important to have those discussions of high expectations and putting routines in place so that the day-to-day management of the classroom would not interfere with the lack of content knowledge.



Washington Elementary kept the same "theme" for the years as before. The Washington Elementary theme for the year is GAME ON! C.O.A.C.H - Creating Ownership and Changing Habits. We are branding the school with the COACH acronym and weaving it into daily announcements and conversations with parents, students, and staff. It is the perfect saying for the growth mindset and responsibility that it takes in order for all stakeholders to hold everyone else accountable, as well as themselves.

The staff has also taken part in the basic school routines and classroom procedures being put in place so that effective teaching and learning can take place. This push has become apparent in multiple ways. Classrooms run effectively and efficiently and common expectations are utilized in all areas of the school so that students should have a blanket knowledge of the high expectations set forth.

The goal is for the culture and climate of the entire campus to transform and create partnerships that will carry Washington Elementary through to not only better scores, but an overall more productive campus.

We partner with nearby Howard College for their students to come on campus and interact with students. They have conversations about higher education, working hard in school, and goal setting.

We have had parent involvement events so far this year. The Meet the Teacher event, Fall into Reading Event, Book Fair Family night. Both were a huge success with impressive turn-out. We are continuing to emphasize all partnerships that will be beneficial with our students.

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

**Problem Statement 1:** Washington needs to maintain the B that was earned and even turn it into an A. **Root Cause:** Monitoring local assessments and doing evaluative work through the PLC is a non-negotiable on this campus.

**Problem Statement 2:** New staff needing to be trained quickly in order to implement classroom and school-wide procedures for the school to run efficiently. **Root Cause:** Turn over each year.

**Problem Statement 3:** Parents are not aware of what they can be involved with their student or how to do so. **Root Cause:** Past history; lack of knowledge; lack of comfortableness with attending conferences or events.

**Problem Statement 4:** Teachers are given several programs to use, but lack the time and training to become proficient with these programs. **Root Cause:** Consistency in the programs has not been achieved, and teachers are only trained once a year for most of the programs.

**Problem Statement 5:** The staff at Washington doubled with adding 4th grade to the campus. The para staff has had many changes. **Root Cause:** Low pay makes it hard to find quality workers. The auxiliary positions are hard to fill. Combining grade levels required acclimation and merging of new staff with current staff.

**Problem Statement 6:** Knowledge of technology programs as well as on-boarding new staff sometimes hinders the implementation of learning support programs. **Root Cause:** Roles and Responsibilities of who should be responsible for this and training.

# Perceptions

## Perceptions Summary

Washington is committed to educating all students to the maximum extent possible. We have numerous opportunities for families to be involved in their child's education. Our Meet the Teacher events for the past 2 years have brought record numbers of students and families in to the building to start the year on a high note. Our required Title 1 Meeting and PFE also kick off during this time, that makes everything cohesive for one big event.

We have a partnership with the local Junior college that allows for interactions between college students and third graders at various times throughout the fall. We also team up and have students celebrate accomplishments with the Big Spring High School students throughout the year. The first and second events with the high school are tied with accomplishing individual reading goals. The first event is to have students that meet their individual goals attend a high school pep rally. The second, new, event was to attend a BSHS football game and Hangin' with the Band. We are currently working on the next partnership with BSHS to celebrate students.

Washington has improved in all areas over the past years. One of the ones we are most proud of is improving the reputation of Washington within the community.

## Perceptions Strengths

We are committed to every student, every standard at Washington. We utilize our daily PLC planning so that teachers are prepared with what they will teach the students and how they will teach the students. The data analysis, lesson planning and modeling, as well as monitoring are three key events that are leading us to be more successful. We utilize our paraprofessionals to run computer intervention programs Dreambox/Mindplay.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teacher turnover, and lack of applicants, have led to teaching vacancies being filled with non-certified or non-degreed people. **Root Cause:** Filling open positions with non-degreed or non-certified people.

**Problem Statement 2:** Parents are not aware of what they can be involved with their student or how to do so. **Root Cause:** Past history; lack of knowledge; lack of comfortableness with attending conferences or events.

# Priority Problem Statements

# 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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- 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
- Staff surveys and/or other feedback
- 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

#### **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
- Other additional data

# Goals

**Goal 1:** Washington will have the following goals for the 2024-2025 school year. Reading will have 90% at Approaches; 60% at Meets; and 30% at Masters. Math will have 90% at Approaches; 60% at Meets; and 30% at Masters.

**Performance Objective 1:** Washington will utilize checkpoint assessments every 3 weeks for data monitoring.

**Evaluation Data Sources:** Checkpoint reports; Benchmark Analysis; Interim testing; BOY/MOY/EOY data from NWEA.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will group TEKS according to unit progression. and will closely monitor student data is closely through checkpoints, daily exit tickets, and a variety of Texas Instructional Leadership (TIL) practices. <b>Strategy's Expected Result/Impact:</b> Strategic planning will be modified to increase or decrease amount of time needed per TEK according to data from 3 week checkpoints. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, IMPACT team, Teachers.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 1:** Washington will have the following goals for the 2024-2025 school year. Reading will have 90% at Approaches; 60% at Meets; and 30% at Masters. Math will have 90% at Approaches; 60% at Meets; and 30% at Masters.

**Performance Objective 2:** Washington Elementary will closely monitor data from checkpoints within the student data spreadsheet to show improvements or declines in performance.

**Evaluation Data Sources:** 3 week data tracking, DMAC reports, Lead4Ward Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will provide targeted lessons during the day and after-school tutorial groups will be implemented. <b>Strategy's Expected Result/Impact:</b> Students will begin to perform better according to checkpoint data as well as informal manners. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal; Instructional Coaches; IMPACT team; teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 1:** Washington will have the following goals for the 2024-2025 school year. Reading will have 90% at Approaches; 60% at Meets; and 30% at Masters. Math will have 90% at Approaches; 60% at Meets; and 30% at Masters.

**Performance Objective 3:** Washington Elementary will perform Data Digs using TIL protocols within their PLCs to monitor progress.

**Evaluation Data Sources:** Data Dig information shared via email then in Data Digs at PLC meetings, PLC agendas and signin sheets, PLC discussion notes, DMAC Report, Lead4Ward Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At Washington Elementary, PLC groups will monitor testing on Checkpoints and CFA's throughout the year to track data. <b>Strategy's Expected Result/Impact:</b> We will spiral back through highly-tested and low-performing SE's as data indicated to monitor progress <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, IMPACT team, Teachers.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



**Goal 2:** Washington Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction based on MTSS protocols in a structured environment of accountability and supports.

**Performance Objective 1:** Washington Elementary will take steps so that lessons meeting specific targets will be provided during class time based on a master schedule that maximizes uninterrupted time for instruction.

**High Priority**  
**Evaluation Data Sources:** Lesson Plans; Time spent in small groups

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will provide remediation during small group instruction in order to close learning gaps. <b>Strategy's Expected Result/Impact:</b> Students will improve performance; reduced loss of learning <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Washington Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction based on MTSS protocols in a structured environment of accountability and supports.

**Performance Objective 2:** Washington Elementary will implement WINning Wednesdays Intervention schedule beginning during the 2nd Six Weeks. Teachers will not have PLC on Wednesdays during the 2nd and 3rd six weeks and will pull strategic intervention groups during these times. During the Spring Semester, this will occur on Wednesdays and Thursdays.

**Evaluation Data Sources:** Checkpoint data; CFA data; lesson plans/activities for intervention groups; teacher observational notes on student progress; intervention schedule

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At Washington Elementary, students will be pulled from Specials, as needed, to work with teacher on specific interventions. <b>Strategy's Expected Result/Impact:</b> Individual student improvements; reduction of learning gaps <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 3:** Washington Elementary will include parents/guardians in opportunities to support their students academically.

**Performance Objective 1:** Washingto Elemetnary will provide surveys at MOY and EOY to establish feedback of how the perception of Washington is progressing.

**Evaluation Data Sources:** Surveys; survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will develop a survey make it available to stakeholders. <b>Strategy's Expected Result/Impact:</b> Adjustments will be based on survey trends; improved stakeholder satisfaction; increased awareness of the perceptions of stakeholders <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IMPACT team  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 3:** Washington Elementary will include parents/guardians in opportunities to support their students academically.

**Performance Objective 2:** Washington Elementary will have opportunities averaging once per month for parents to be brought on campus for various involvement events.

**Evaluation Data Sources:** Grandparents' Night; Trick the Hallways; Musical Performances; Game Nights; STEM Night; Reading Night; Math Night; parent sign in sheets; social media and website announcements

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will create events to bring parents and families into the building for various reasons. <b>Strategy's Expected Result/Impact:</b> Increased parent and family involvement; improved communication; better working relationships with stakeholders. <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 4:** Washington will have a zero tolerance policy for bullying.

**Performance Objective 1:** Washington Elementary has implemented iLead through our Science and Social Studies classes to help foster a culture of growth mindset.

**Evaluation Data Sources:** End of program survey of staff and students; Ascender discipline reports; counselor logs; student work from iLead lessons; inclusion of iLead activities in the lesson plan/PLC notes; iLead submitted reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary will develop a tracking/monitoring tool and an intervention plan. <b>Strategy's Expected Result/Impact:</b> Increased awareness of student behavior patterns; better means to address inappropriate behaviors such as name calling, bullying, fighting as well as other off task classroom behaviors; improved overall learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A		
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>			

**Goal 4:** Washington will have a zero tolerance policy for bullying.

**Performance Objective 2:** At Washington Elementary, students and staff will participate in various Red Ribbon Week events to focus on healthy choices.

**Evaluation Data Sources:** List of activities; posts to social media and campus website; student samples; fliers home

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Washington Elementary has planned in conjunction with the Big Spring High School Student Council, RedRibbon Week Celebrations event days. School-wide poster developed and students placed handprints to show their commitment to making healthy choices. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the negative impact of drugs; Improved decision making <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 5:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 1:** Region 18 Education Service Center (ESC) migrant staff participates in the training of trainers (TOT) and ID&R offered by the Texas Education Agency (TEA).

**Evaluation Data Sources:** NGS Reports  
PFS Timeline Report Checklist  
PFS Action Plan

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. <b>Strategy's Expected Result/Impact:</b> NGS Reports PFS Timeline Report Checklist <b>Staff Responsible for Monitoring:</b> Migrant Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. <b>Strategy's Expected Result/Impact:</b> PFS Action Plan <b>Staff Responsible for Monitoring:</b> Migrant Consultant  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue



**Goal 5:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 2:** Communicate the progress and determine the needs of PFS migrant students.

**Evaluation Data Sources:** ESC Works  
SSA Fulfilling Grant Requirements  
MEP Overview Sessions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. <b>Strategy's Expected Result/Impact:</b> SSA fulfilling grant requirements. <b>Staff Responsible for Monitoring:</b> Migrant Consultant Migrant Specialist  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. <b>Strategy's Expected Result/Impact:</b> MEP overview sessions <b>Staff Responsible for Monitoring:</b> Migrant Consultant, Migrant Specialist  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. <b>Strategy's Expected Result/Impact:</b> Family Contact Log, Preliminary Needs Assessment <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 5:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 3:** Provide services to PFS migrant students.

**Evaluation Data Sources:** MEP Activities Sign-In Sheets  
PFS Student Progress Review Form  
Coordination

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. <b>Strategy's Expected Result/Impact:</b> Priority placement of students. <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. <b>Strategy's Expected Result/Impact:</b> Increased connections with necessary support programs <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of programs used to support PFS students <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

# State Compensatory

## Budget for Washington Elementary

**Total SCE Funds:** \$111,507.00

**Total FTEs Funded by SCE:** 7.6

### Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

## Personnel for Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Botts, Carolyn	Assistant Principal	0.3
Compean, Madison	Intervention Aide	1
Daniel, Alisha	Counselor	0.3
Esquivel, Marissa	Computer Lab Aide	1
Laguna, Francisco	Campus Technology	1
Lozano, Terrie	Computer Lab Aide	1
Power, Mary	Computer Lab Aide	1
Rocha, Lory	ISS Aide	1
Ybarra, Analeah	Classroom Aide	1

# Title I

## 1.1: Comprehensive Needs Assessment

Washington Elementary's Comprehensive Needs Assessment (CNA) is a collaboration of multiple stakeholders including district & campus administration, teachers, staff, parents and students. The CNA is used to guide the creation and revision of the Campus Improvement Plan. Evidence of the CNA process is housed in the Title I Crate.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is created/revised based on the findings and feedback generated during the CNA progress. Upon completion, another stakeholder team reviews/reflects/revises before it is finalized.

## 2.2: Regular monitoring and revision

ESSA Sec.1112 (b)(1)(A-D)

- Big Spring ISD shall monitor student progress in meeting challenging state academic standards by:
- Using TEKS Resource system to ensure grade level content is taught at the appropriate rigor.
- Collecting student data through various means (academic monitoring, daily exit tickets, checkpoint assessments)
- Using DMAC and Lead4Ward capabilities to track and analyze data.
- Ensure all classrooms have assess high quality instructional materials.
- Providing instructional staff on-going support through professional development and coaching cycles.
- Consistently using instructional programs (such as Mindplay & Dreambox) that target individual student's areas of struggle.
- Using differentiation strategies, such as CBIS, small group instruction to address the varied learning needs of students.
- Providing extended day and summer school opportunities to students who have show to struggle and are at risk of failing.

## 2.3: Available to parents and community in an understandable format and language

Copies of Parents' Right to Know, Parent and Family Engagement Policy, Home-School Compact, the Campus Improvement Plan as well as other documents are available on the district's and campus website in English and Spanish. Copies of each can also be obtained at the front office at each school or at the district's administration office.

## 2.4: Opportunities for all children to meet State standards

ESSA Sec.1112(b)(3)

Big Spring ISD will carry out its School Support and Improvement activities by:

- providing additional training and support on TIL practices to support campus leaders.
- district curriculum specialists will provide support to ensure effective data analysis and instructional planning.
- targeting specific learning expectations identified as areas of weakness and student struggle.
- focusing on ESF Levers 1.1, 3.1, and 5.1 to improve process and procedures that support student academic achievement
- increasing frequency of intervention activities such as afterschool tutorials and embedding remediation time during the school day.

ESSA Sec. 1112(b)(8)

Big Spring ISD's Pre-K program is located at Moss Elementary, our PK-Kindergarten campus allowing for an smoother transition between grade levels. All Pre-K activities are locally funded.

## 2.5: Increased learning time and well-rounded education

### SEC. 112(b)(10)(A-B)

Big Spring ISD will implement strategies to facilitate effective transitions from our junior high to high school and from high school to postsecondary education by:

Junior High to High School:

- JH is now offering 5 CTE course for high school credit (PAFNR, Business and Finance, Intro. To Culinary, Digital Media, and Principals of Health)
- Additionally, HS credit can be gained through the offerings of algebra, Spanish I, and 8th art
- Talent Search comes in from WTC to work with students (starting in JH) to locate 1st generation college students and work with them through career exploration, goal setting, and even college visits (follows into HS)
- In introductory CTE course, students learn about a variety of careers and programs of study available to them

From High School to Post-Secondary

- College prep courses are offered
- College visits are encouraged
- CTE courses allow for a number of post secondary positions and resume development through multiple IBC offerings
- TSI offered onsite multiple times during the school year to assist in college admissions
- Additionally, Howard College comes and helps students across grade levels complete Apply Texas
- Talent Search continues to work with and recruit/assist 1st generation college attendees

### ESSA Sec. 1112(b)(11)

Big Spring ISD uses a discipline tracking program that provide regular notifications and alerts to campus & district administration. This assists with monitoring the frequency and duration of removal from instructional environments.

### ESSA Sec. 1112(b)(12)(A-B)

Big Spring ISD provides mutliple pathways for industry certification which focus primarily on industries and work opportunities in the immediate area. Additionally, Big Spring ISD partners with Howard College to offer dual credit opportunities. We do not use Title I, Part A funding to support these programs.

### ESSA Sec. 1112(b)(13)(A-B)

Big Spring ISD begin identifcation of Gifted and Talented students in the Fall of each year, with referral accepted September through November. The screening process follows this time line:

Kindergarten Screening	December
Kindergarten Assessment	January
Kindergarten Parent/Guardian Identification Notification	February
Grades 1-12 Screening and Assessment	January - March
Grades 1-12 Parent/Guardian Identification Notification	April
Parent Submits Campus-Level Appeal Request	Within ten school days of identification notification
Campus-Level Appeals Meeting	Kindergarten - March; Grades 1 through 12 - April
Parent/Guardian Campus-Level Appeal Notification	Within ten school days of appeals meeting
Parent/Guardian Submits District-Level Appeal Request	Within ten school days of campus-level appeal decision notification

<b>Kindergarten Screening</b>	<b>December</b>
Placement Services Begin	Kindergarten services begin on March 1 (or the first day of school after) of the tested school year. Grades 1-11 services will begin the first day of school of the following school year.

Washington Elementary does not use Title I, Part A funds to support our Gifted and Talented programs or our school libraries.

## 2.6: Address needs of all students, particularly at-risk

### ESSA Sec.1112(b)(3)

Washington Elementary will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teaching by:

- providing ineffective, inexperienced, or out-of-field teachers with additional support in content, pedagogy and classroom management.
- training campus administrators to provide observational feedback and monitoring its use and effectiveness.
- continuing professional learning communities that meet to discuss lessons, providing on-going support.
- assigning veteran teachers to new and/or uncertified teachers, providing them with training to support efforts.
- actively monitoring uncertified teachers in their progress to obtain degree/certification, providing them with assistance when they show to struggle.
- using instructional coaches to support novice or unprepared teachers through team teaching and lesson modeling.

### ESSA Sec. 1112(b)(4)

Washington Elementary collects income data using the "Form for Compensatory Education Funding Qualification" that is provided to parents/guardians to complete when registering their child. Based on the information collected regarding SNAP or TANF benefits, foster care status and household income/household members, Big Spring ISD will utilize the state standard for poverty criteria to determine economically disadvantaged students.

### ESSA Sec.1112(b)(5)

At this time, Washington Elementary does not have students living in local institutions for neglected or delinquent children or neglected and delinquent children in community day school programs.

### ESSA Sec.1112(b)(6)

Washington Elementary asks that all parents/guardians registering their child to complete a Student Residency Questionnaire. Upon determination of homelessness, Big Spring ISD supports their enrollment, attendance, and success by:

- coordinating with district transportation to ensure students are able to continue attending the school of their origin.
- training campus administration and counselor on how to assess the needs of homeless students so that necessary resources, supplies and service are provided either directly from the school district or through community organizations.
- counseling is provided to students experiencing homelessness to address their emotional/mental needs.

## 3.1: Annually evaluate the schoolwide plan

Washington Elementary uses a committee of stakeholders to review and revise the Campus Improvement Plan each Spring.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Washington Elementary invites all stakeholders: district & campus administration, teachers, staff, parents and students to develop and/or revise the Parent and Family Engagement Policy each year. The revised documents are available on the campus website and at the front office in both English & Spanish. Washington Elementary develops their own PFE Policy which they distribute at the beginning of each school year. These are posted to the district and campus website in both English & Spanish. Individuals needing a print copy can request one from the front office.



## 4.2: Offer flexible number of parent involvement meetings

ESSA Sec. 1112(b)(7)

Big Spring ISD will implement effective parent and family engagement by:

- using various means to communicate information to parents, such district/campus websites, district/campus Facebook pages, Blackboard messaging.
- using surveys to solicit feedback from parents and families on topics that they find important.
- inviting parents and families to be part of the decision making process as the district and each campus reviews and refines their Parent and Family Engagement Policy and Home-School Compact as well as when work is done on the Collaborative Comprehensive Needs Assessment and Campus/District Improvement plans.
- the district and each campuses conducts a variety of events to build parent and family relationships.
- the district plans to include additional building capacity sessions on a variety of topics and will encourage each campus to do the same.
- the district employs and parent and family engagement liaison who focuses on the needs of our bilingual and immigrant families, providing weekly informative sessions and English learning services.

## 5.1: Determine which students will be served by following local policy

ESSA Sec. 1112(b)(9)

Big Spring ISD has a School-wide Title I, Part A program where Washington Elementary and all campuses benefit from the use of Title I, Part A funding.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cruz, Cynthia	Intervention Aide	Intervention	1

# Addendums

Washington Elementary 2024-2025 State Compensatory Funding	
--	--

The goal of the State Compensatory Education (SCE) programs is to provide funding to reduce disparity in performance assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

[illegible]

# Washington Elementary 2024-2025 ESSA Consolidated Grant Funds

## Title I

Title I funds are utilized in BSISD to improve school-wide programs for all students. Additionally, Title I funds are used encourage parent, family and community involvement by creating a welcoming environment meant to educate stakeholders on the policies and procedures that pertain to our schools. This includes federal and state policies that affect instruction across the district.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
211	11	6129	25	113	5	30	0	00	Intervention Aide	\$16,239.00
211	11	6141	25	113	5	30	0	00	Medicare	\$236.00
211	11	6142	25	113	5	30	0	00	Insurance	\$5,400.00
211	11	6146	25	113	5	30	0	00	Teacher Retirement	\$1,380.00
211	11	6118	25	113	5	30	0	00	Curriculum Vertical Alignment Planning	\$800.00
211	13	6219	25	113	5	30	0	01	Professional Services	\$1,800.00
211	61	6499	25	113	5	30	0	00	Parent/Family Engagement	\$765.00

## Title II

Title II funds are utilized in BSISD to improve educator quality and effectiveness by providing high quality and proven effective professional development to all teachers. Additionally, campuses are provided funding to provide additional support to novice teachers in the form of mentors and instructional coaches. These efforts and supports are specific, job-embedded and on-going intended to improve instruction and retain teachers.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	113	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$21,100.00
255	13	6141	25	113	5	24	0	00	Medicare	\$328.00
255	13	6146	25	113	5	24	0	00	Teacher Retirement	\$1,921.00

## Title III

Title III funds are utilized in BSISD to support the needs of our Emergent Bilingual population by providing the necessary resources and supplies that aid in English language acquisition. Additionally, funds are utilized to provide professional development to teachers who instruct our EB students as well as lessons and other parent involvement opportunities for our parents of EB students. All Title III money is utilized at the district level.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

## Title IV

Title IV funds are utilized in the same manner in which we use our other Title funds since we are a district that engages in a transfer of funds to these other Titles. Additionally, Title IV funds are used to directly support our Safety and Security department by providing a portion of the salary for our safety and security instructional technology specialists.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	25	113	5	24	0	00	Instructional Resources/MediaServices	\$109.00