Midland Independent School District

District Improvement Plan

2024-2025

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Comprehensive Needs Assessment

Demographics

Demographics Summary

https://docs.google.com/spreadsheets/d/1aA43pWIRuVQ2IhKuY7v6BG-Ed3watFhS/edit?usp=sharing&ouid=105099667504700606692&rtpof=true&sd=true

Refined ADA Report for Midland ISD for Midland ISD for All Grades for All Instructional Tracks for 2019, 2020, 2021, 2022, 2023

Year	District ID	District Name	Instructional Track	First Six Weeks		Second Six Weeks		Third Six Weeks		Fourth Six Weeks		Fifth Six Weeks		Sixth Six Weeks		Refined Total		Historical Ratio	Covid-19 Adjusted Refined Total
				ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA		
2023	165901	Midland ISD	00-02	25,165.104	93.9%	25,180.395	92.7%	24,646.837	90.7%	24,929.487	91.8%	24,947.304	92.1%	24,680.355	91.6%	24,924.914	92.1%		
2022	165901	Midland ISD	00,02	22,640.677	89.3%	23,476.308	91.8%	23,510.460	91.4%	22,574.494	88.0%	23,500.070	91.4%	23,504.756	91.4%	23,201.127	90.6%		
2021	165901	Midland ISD	00-04	23,781.287	96.3%	23,565.309	94.0%	23,212.762	92.6%	23,037.110	92.5%	23,082.123	93.1%	22,776.398	92.2%	23,242.498	93.3%		
2020	165901	Midland ISD	00-02	24,611.442	95.7%	24,459.718	94.5%	24,134.930	93.6%	23,996.393	93.5%	Covid-19		Covid-19		24,300.621	94.2%	0.993	24,130.516
2019	165901	Midland ISD	00-02	24,431.904	95.9%	24,327.296	94.8%	24,070.566	94.2%	23,702.537	93.2%	23,732.091	93.6%	23,572.595	93.4%	23,972.832	94.2%		

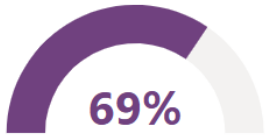
	A	B	C	D	E	F	G
	YEAR	TURNOVER_COUNT	RETAINED_COUNT	TURNOVER_PCT	RETAINED_PCT		
	2022-2023	302	1223	19.80%	80.20%		
	2021-2022	336	1277	20.83%	79.17%		
	2020-2021	277	1372	16.80%	83.20%		
	2019-2020	208	1073	16.24%	83.76%		
	2018-2019	274	1016	21.24%	78.76%		

2023-24 STAAR Performance

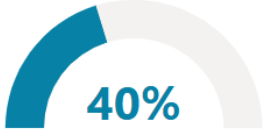
Glossary of Terms

Report Filters

At Approaches GL Standard or Above



At Meets GL Standard or Above

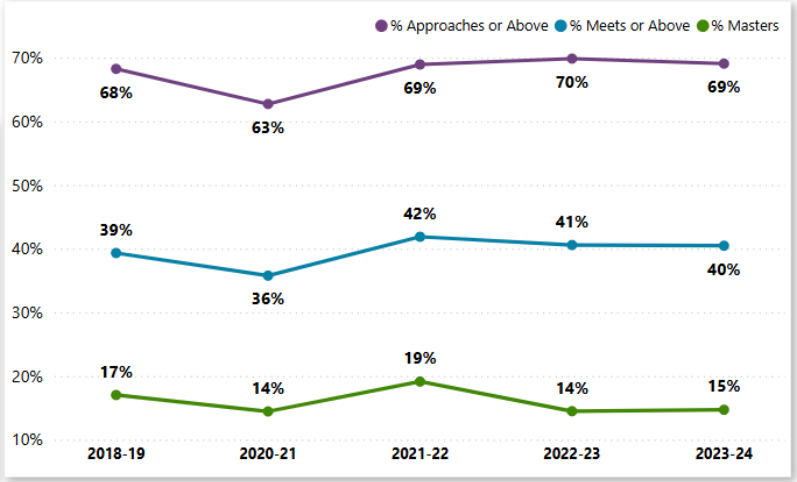


At Masters GL Standard

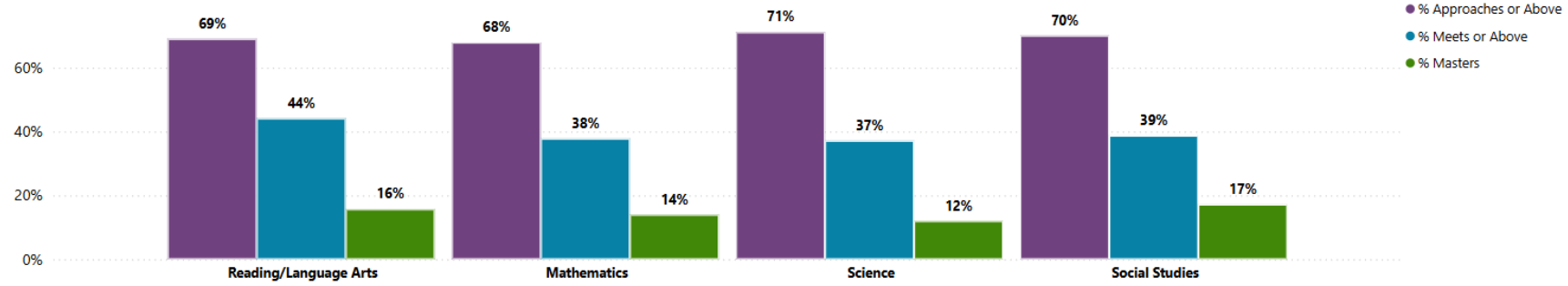


2018-19 | 2020-21 | 2021-22 | 2022-23 | 2023-24

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	2,726	1,707	63%	940	34%	342	13%
Hispanic	28,408	18,469	65%	9,805	35%	2,951	10%
White	8,834	7,134	81%	5,020	57%	2,295	26%
American Indian	93	76	82%	47	51%	17	18%
Asian	1,026	919	90%	723	70%	380	37%
Pacific Islander	47	33	70%	19	40%	5	11%
Two or More Races	939	718	76%	472	50%	200	21%
Unknown	-	-		-		-	
Total	**42,073**	**29,056**	**69%**	**17,026**	**40%**	**6,190**	**15%**



Subject | Test Version | Grade | Race/Ethnicity



Released August 2024

TEA | Analytics, Assessment, and Reporting | Performance Reporting

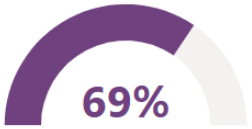
2023-24 STAAR Performance

Glossary of Terms

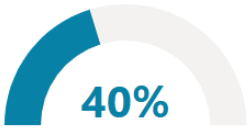
Report Filters

2018-19 | 2020-21 | 2021-22 | 2022-23 | 2023-24

Approaches GL Standard or Above



At Meets GL Standard or Above



At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
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Two or More Races	939	718	76%	472	50%	200	21%
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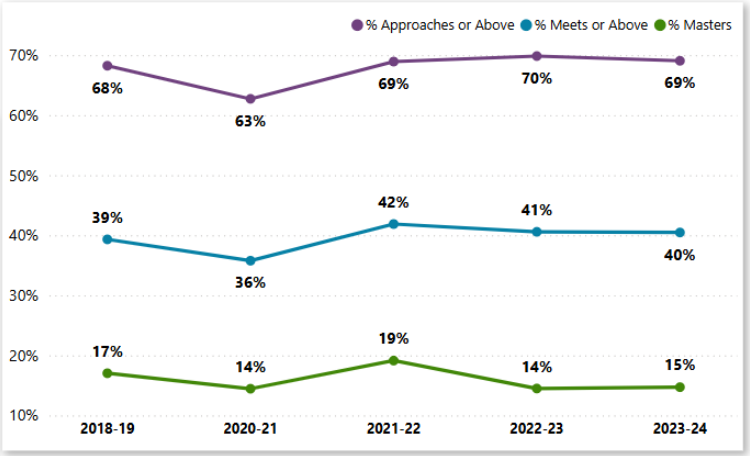
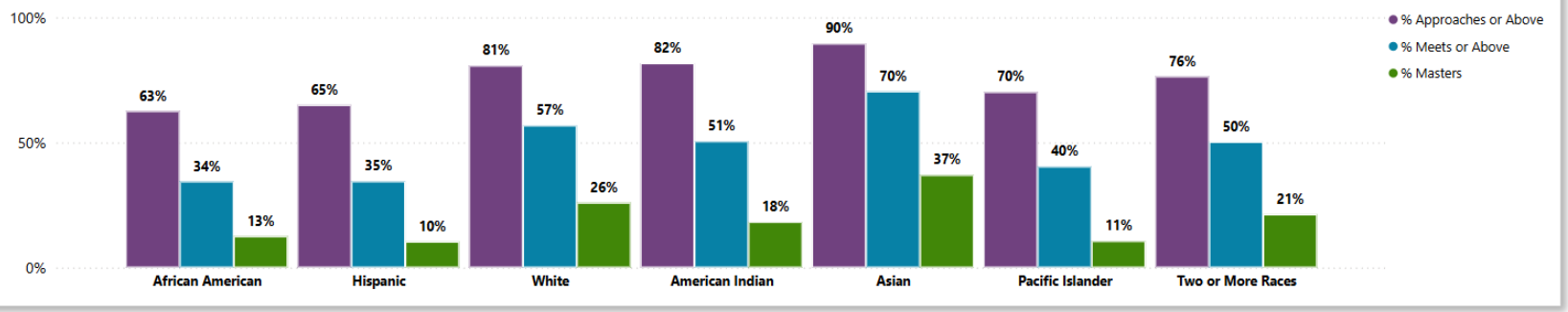


Subject | Test Version | Grade | Race/Ethnicity



Released August 2024

TEA | Analytics, Assessment, and Reporting | Performance Reporting

A	B	C	D	E	F	G	H	I	J	K	L	M	N
YEARS	0-4	5-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51+		
2022-2023	387	429	252	168	121	90	45	26	6	2	0		
2021-2022	393	465	264	176	126	103	49	28	6	3	0		
2020-2021	361	489	269	182	135	117	54	30	9	3	0		
2019-2020	217	410	224	144	114	93	46	22	8	3	0		
2018-2019	169	398	246	159	124	107	47	29	8	3	0		

Disciplinary Action Reason	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
02 - Conduct Punishable As A Felony	2	0	2	1	0
04 - Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - Only valid until September 1, 2023.	3	9	15	24	7
05 - Possessed, Sold, Used, Or Was Under Influence Of An Alcoholic Beverage	2	2	0	9	4
07 - Public Lewdness Or Indecent Exposure	0	0	0	0	1
08 - Retaliation Against School Employee	0	0	0	1	0
09 - Conduct Occurring Off Campus/Student Not In Attendance/Felony Title 5	1	3	5	3	2
10 - Conduct Occurring Off Campus/Student Not In Attendance/Felony Not In Title 5	1	0	5	2	0
11 - Brought a Firearm to School or Unlawful carrying of a Handgun	1	1	1	0	0
12 - Unlawful Carrying of a Location-Restricted Knife (blade longer than 5.5 inches)	0	1	0	0	0
16 - Arson	0	1	0	1	0
21 - Violation Of Student Code Of Conduct	436	253	729	979	1020
22 - Criminal Mischief	1	1	2	2	0
23 - Emergency Placement/Expulsion	0	0	0	1	0
26 - Terroristic Threat	8	4	5	24	2
27 - Assault against employee/volunteer	6	6	8	14	16
28 - Assault against someone other than school employee/volunteer	12	4	11	25	23
30 - Aggravated Assault against someone other than employee/volunteer	0	0	1	0	0
32 - Sexual/Aggravated Sexual Assault against someone other than employee/volunteer	0	0	0	0	1
35 - False Alarm/False Report	1	0	2	1	2
36 - Felony Controlled Substance Violation	1	2	5	12	0
41 - Fighting/Mutual Combat	48	39	93	99	63
46 - Aggravated Robbery	0	0	0	0	1
49 - Engages In Deadly Conduct	0	0	0	1	0
58 - Breach of Computer Security	0	0	1	0	0
59 - Serious Misbehavior while expelled to/placed in a DAEP	1	0	1	7	5
60 - Harassment Against an Employee of the School District	0	0	0	1	1
61 - Bullying	1	0	3	4	1
62 - Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol	0	0	0	0	20
63 - Possessed, Sold, Gave, Delivered, Or Used E-Cigarette	0	0	0	0	40
64 - Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled	0	0	0	0	1
TOTAL	525	326	889	1211	1210

https://docs.google.com/spreadsheets/d/1z0gfjbvtoeTTinUyEO5OSO8U6X6H3cWX/edit?usp=sharing&ouid=105099667504700606692&rtpof=true&sd=true

YEAR	PAYROLL_AMT
2022-2023	179603197.7
2021-2022	180596485.7
2020-2021	170056860.5
2019-2020	151809247.7
2018-2019	143337334.1

7th-9th Grade Students Enrolled in Fine Arts: School Year 2019-2023

CAMPUS	2023			2022			2021			2020			2019		
	TTL STU	STU ENRL FA	ENRL %	TTL STU	STU ENRL FA	ENRL %	TTL STU	STU ENRL FA	ENRL %	TTL STU	STU ENRL FA	ENRL %	TTL STU	STU ENRL FA	ENRL %
002-LEGACY HIGH	2699	1150	43%	2521	1063	42%	2433	1043	43%	2411	991	41%	2403	1002	42%
003-MIDLAND HIGH	2667	961	36%	2463	857	35%	2455	962	39%	2461	1020	41%	2527	1031	41%
004-COLEMAN HIGH	248	57	23%	312	76	24%	252	68	27%	239	94	39%	260	74	28%
006-EARLY COLLEGE HIGH	329	92	28%	342	92	27%	360	119	33%	343	95	28%	335	91	27%
007-YOUNG WOMENS LEADERSHIP ACAD	287	217	76%	250	153	61%	190	105	55%	65	45	69%	-	-	-
020-CULVER JUVEN DENTENT CENTER	8	0	0%	28	2	7%	21	2	10%	36	1	3%	56	4	7%
021-ENCORE ACADEMY	24	0	0%	15	0	0%	-	-	-	-	-	-	-	-	-
030-MIDLAND ALTERNATIVE PROGRAM	42	12	29%	30	8	27%	27	11	41%	24	5	21%	34	12	35%
041-ALAMO JUNIOR HIGH	948	522	55%	945	434	46%	878	411	47%	885	450	51%	906	348	38%
042-LEGACY FRESHMAN HIGH	1037	619	60%	984	399	41%	875	394	45%	896	380	42%	906	408	45%
044-MIDLAND FRESHMAN HIGH	927	588	63%	921	520	56%	889	390	44%	896	390	44%	859	463	54%
045-SAN JACINTO JUNIOR HIGH	865	447	52%	794	386	49%	817	425	52%	854	470	55%	794	549	69%
046-GODDARD JUNIOR HIGH	1110	769	69%	1124	617	55%	1085	619	57%	1079	587	54%	1134	687	61%
047-ABELL JUNIOR HIGH	1157	600	52%	1188	557	47%	1173	565	48%	1131	575	51%	1169	774	66%
137-IDEA TRAVIS ACADEMY	185	132	71%	89	44	49%	-	-	-	-	-	-	-	-	-
TOTAL	12,533	6,166	49%	12,006	5,208	43%	11,455	5,114	45%	11,320	5,103	45%	11,383	5,443	48%

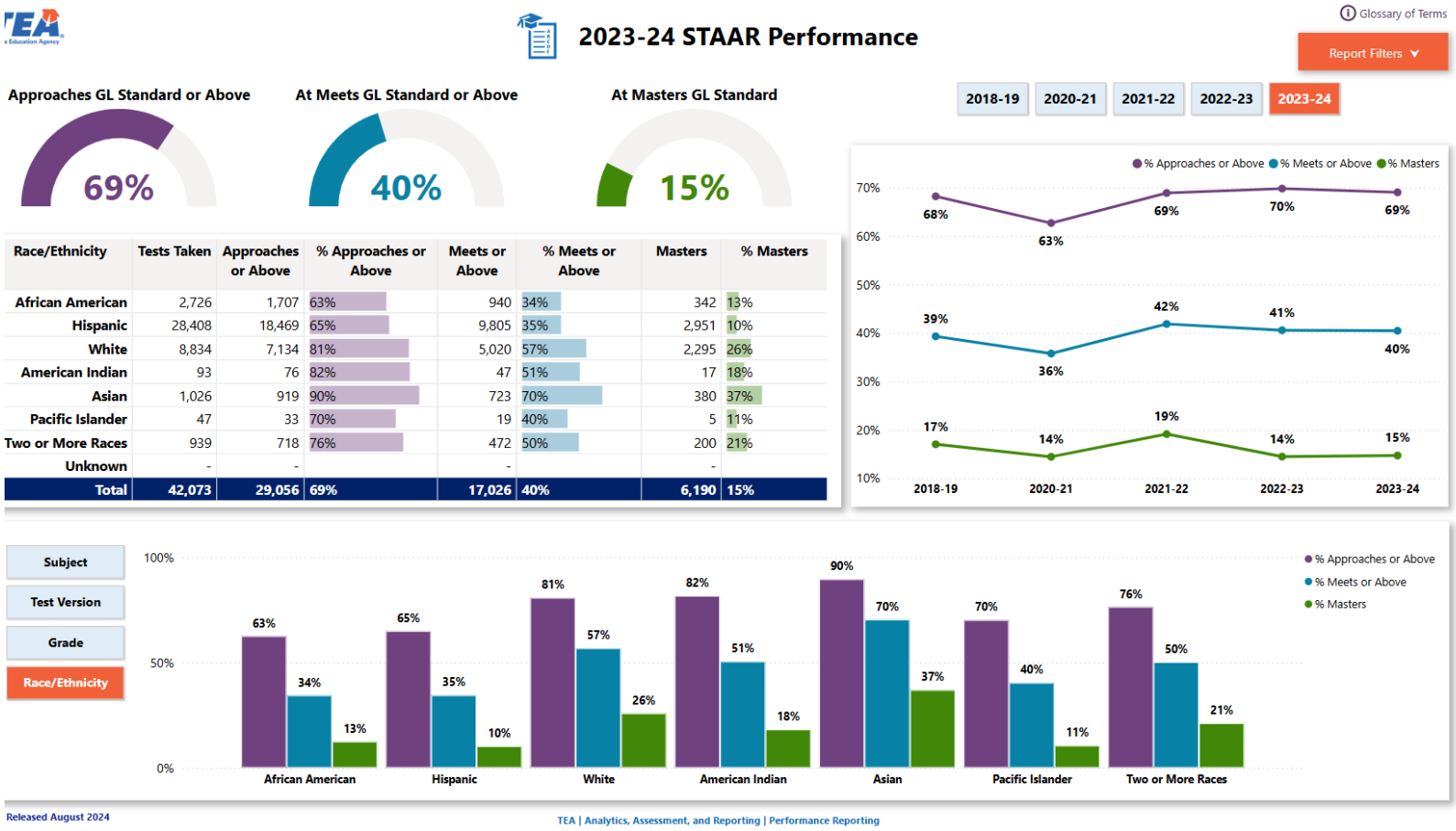
7th-9th Grade Students Enrolled in Athletics: School Year 2019-2023

CAMPUS	2023			2022			2021			2020			2019		
	TTL STU	STU ENRL ATH	ENRL %	TTL STU	STU ENRL ATH	ENRL %	TTL STU	STU ENRL ATH	ENRL %	TTL STU	STU ENRL ATH	ENRL %	TTL STU	STU ENRL ATH	ENRL %
002-LEGACY HIGH	2699	661	24%	2521	689	27%	2433	668	27%	2411	713	30%	2403	720	30%
003-MIDLAND HIGH	2667	469	18%	2463	495	20%	2455	596	24%	2461	607	25%	2527	581	23%
004-COLEMAN HIGH	248	3	1%	312	5	2%	252	3	1%	239	2	1%	260	2	1%
006-EARLY COLLEGE HIGH	329	0	0%	342	0	0%	360	0	0%	343	0	0%	335	0	0%
007-YOUNG WOMENS LEADERSHIP ACAD	287	26	9%	250	21	8%	190	88	46%	65	27	42%	-	-	-
020-CULVER JUVEN DENTENT CENTER	8	0	0%	28	0	0%	21	0	0%	36	0	0%	56	1	2%
021-ENCORE ACADEMY	24	0	0%	15	0	0%	-	-	-	-	-	-	-	-	-
030-MIDLAND ALTERNATIVE PROGRAM	42	11	26%	30	2	7%	27	5	19%	24	4	17%	34	3	9%
041-ALAMO JUNIOR HIGH	948	377	40%	945	439	46%	878	310	35%	885	328	37%	906	359	40%
042-LEGACY FRESHMAN HIGH	1037	391	38%	984	361	37%	875	305	35%	896	341	38%	906	346	38%
044-MIDLAND FRESHMAN HIGH	927	310	33%	921	312	34%	889	296	33%	896	324	36%	859	355	41%
045-SAN JACINTO JUNIOR HIGH	865	388	45%	794	347	44%	817	363	44%	854	391	46%	794	387	49%
046-GODDARD JUNIOR HIGH	1110	367	33%	1124	484	43%	1085	399	37%	1079	401	37%	1134	452	40%
047-ABELL JUNIOR HIGH	1157	635	55%	1188	599	50%	1173	578	49%	1131	519	46%	1169	506	43%
137-IDEA TRAVIS ACADEMY	185	0	0%	89	0	0%	-	-	-	-	-	-	-	-	-
TOTAL	12,533	3,638	29%	12,006	3,754	31%	11,455	3,611	32%	11,320	3,657	32%	11,383	3,712	33%

Student Learning

Student Learning Summary

broker (texas.gov)



2023-24 STAAR Performance

Glossary of Terms

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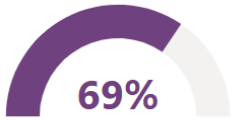

At Meets GL Standard or Above



At Masters GL Standard



2018-19 | 2020-21 | 2021-22 | 2022-23 | 2023-24

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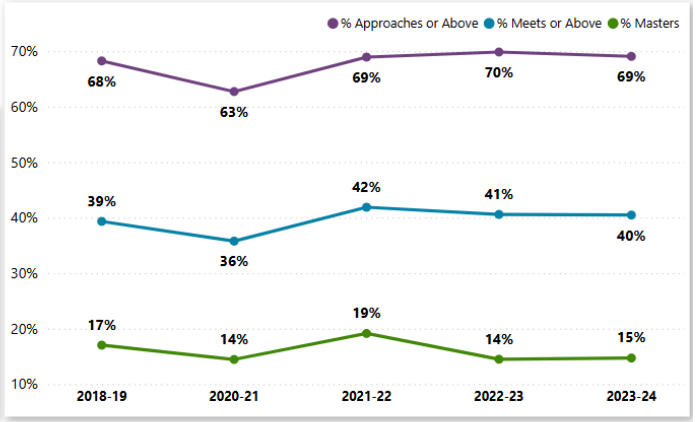
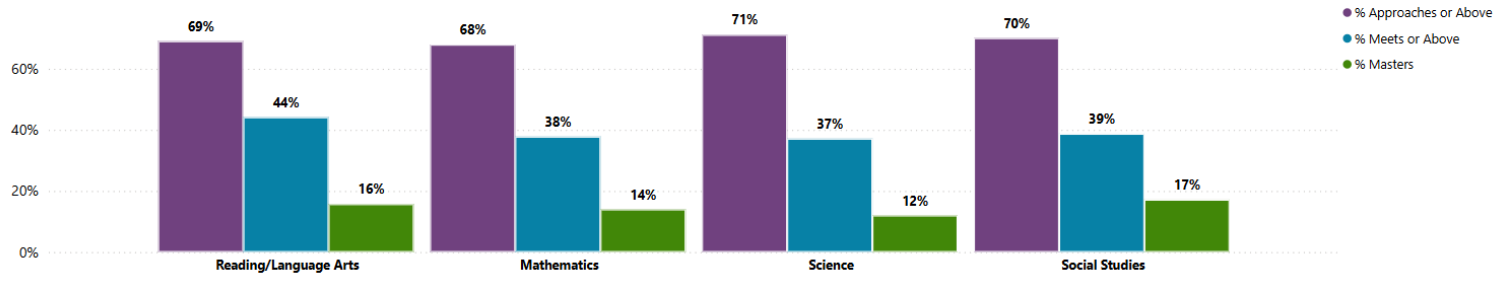


Subject | Test Version | Grade | Race/Ethnicity



Released August 2024

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Goals

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 87% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide comprehensive training and ongoing support for Pre-Kindergarten teachers on the importance of phonological awareness and how to effectively teach it. Embed phonological awareness activities into the daily routine and curriculum of Pre-Kindergarten classrooms. **Strategy's Expected Result/Impact:** Instruction will be more explicit and systematic, targeting specific phonological awareness skills through a variety of engaging and developmentally appropriate methods. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLS, Campus Administrators.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the implementation of effective small group instruction and engaging play based learning opportunities in developmentally appropriate centers to allow students to engage in learning through a variety of modalities. **Strategy's Expected Result/Impact:** Increase engagement and rigor in Pre-K classrooms to ensure students are provided with learning experiences that will allow them to be exposed to all Pre-K Guidelines. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Administrators.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Professional Learning related to utilizing data tools to drive phonological awareness small group instruction, the Science of Teaching Reading, strategically responding to extreme behaviors, and creating support for special populations will be presented throughout the summer months. **Strategy's Expected Result/Impact:** Grow teacher capacity in various areas to ensure teachers are provided with opportunities to impact the student experience at the beginning of the school year. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Administrators.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide Pre-K teachers with professional development on specific and targeted phonological awareness instruction that reinforces letter identification and letter sound knowledge. **Strategy's Expected Result/Impact:** Instruction will be more explicit through a variety of engaging and developmentally appropriate methods aimed to enhance and reinforce letter identification and letter sound knowledge. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Administrators.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.

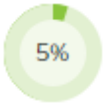
Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 46% to 51% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the RLA framework, leading to more effective literacy instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop a comprehensive scope & sequence for HQIM that aligns with the principles of the RLA framework and district literacy goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district literacy goals and priorities, ensuring that HQIM materials and instructional strategies support the district's vision for improving literacy outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Establish systems for monitoring the fidelity of HQIM implementation, including walkthroughs, observations, and instructional rounds focused on literacy instruction. **Strategy's Expected Result/Impact:** Students will experience greater consistency in the delivery of literacy instruction across classrooms as teachers adhere to the prescribed HQIM materials and instructional strategies outlined in the scope & sequence. Teachers are provided with targeted professional learning opportunities and coaching to strengthen their instructional delivery, leading to improved learning experiences for students. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use data from assessments and formative evaluations to monitor the effectiveness of HQIM implementation and identify areas for improvement. **Strategy's Expected Result/Impact:** Educators use data to reflect on their instructional practices and make adjustments as needed to improve their effectiveness in delivering HQIM-aligned instruction. **Staff Responsible for Monitoring:** School Improvement Division, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 60% to 61% by 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the RLA framework, leading to more effective literacy instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop a comprehensive scope & sequence for HQIM that aligns with the principles of the RLA framework and district literacy goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district literacy goals and priorities, ensuring that HQIM materials and instructional strategies support the district's vision for improving literacy outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Establish systems for monitoring the fidelity of HQIM implementation, including walkthroughs, observations, and instructional rounds focused on literacy instruction. **Strategy's Expected Result/Impact:** Students will experience greater consistency in the delivery of literacy instruction across classrooms as teachers adhere to the prescribed HQIM materials and instructional strategies outlined in the scope & sequence. Teachers are provided with targeted professional learning opportunities and coaching to strengthen their instructional delivery, leading to improved learning experiences for students. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use data from assessments and formative evaluations to monitor the effectiveness of HQIM implementation and identify areas for improvement. **Strategy's Expected Result/Impact:** Educators use data to reflect on their instructional practices and make adjustments as needed to improve their effectiveness in delivering HQIM-aligned instruction. **Staff Responsible for Monitoring:** School Improvement Division, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

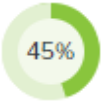
Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 44% by 2025.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading
assessment, will increase from 34% to 41% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the RLA framework, leading to more effective literacy instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop a comprehensive scope & sequence for HQIM that aligns with the principles of the RLA framework and district literacy goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district literacy goals and priorities, ensuring that HQIM materials and instructional strategies support the district's vision for improving literacy outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus Instructional Coaches , MCLs, & Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction according to data. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data **Staff Responsible for Monitoring:** Principal, Principal Supervisor, Directors and Executive Director of Talent Acquisition and Development.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide coaching and support to campus leadership teams to use MAP data to determine instructional adjustments and targeted interventions for students in need of additional support or enrichment. **Strategy's Expected Result/Impact:** Close Achievement Gaps **Staff Responsible for Monitoring:** EDLs, School Improvement Division				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 39% to 40% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2028.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide comprehensive professional development and ongoing support opportunities for Pre-K teachers focused on effective math instruction strategies. **Strategy's Expected Result/Impact:** Increase teacher knowledge related to the Pre-K Guidelines and End of Year outcomes to ensure delivery of highly effective instructional practices. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the implementation of effective small group instruction and engaging play based learning opportunities in developmentally appropriate centers to allow students to engage in learning through a variety of modalities. **Strategy's Expected Result/Impact:** Increase engagement and rigor in Pre-K classrooms to ensure students are provided with learning experiences that will allow them to be exposed to all Pre-K Guidelines **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Admin.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Professional Learning related to utilizing data tools to drive math small group instruction, strategically responding to extreme behaviors, and creating support for special populations will be presented throughout the summer months. **Strategy's Expected Result/Impact:** Grow teacher capacity in various areas to ensure teachers are provided with opportunities to impact the student experience at the beginning of the school year. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Admin.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Using End of Year outcomes to provide Pre-K teachers with professional development on specific and targeted math instruction that reinforces overall math concepts. **Strategy's Expected Result/Impact:** Instruction will be more explicit through a variety of engaging and developmentally appropriate methods aimed to enhance and overall math concepts. **Staff Responsible for Monitoring:** Director of Early Childhood, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 39% to 40% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 51% to 56% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective math instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the math framework, leading to more effective math instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary Math Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish systems for monitoring the utilization the district's math curriculum and framework, including walkthroughs, observations, and instructional rounds focused on math instruction. **Strategy's Expected Result/Impact:** Students will experience greater consistency in the delivery of math instruction across classrooms as teachers adhere to the prescribed materials and instructional strategies outlined in the scope & sequence. Teachers are provided with targeted professional learning opportunities and coaching to strengthen their instructional delivery, leading to improved learning experiences for students. **Staff Responsible for Monitoring:** Executive Director of T & L, Elementary Math Coordinator, EDLs.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop a comprehensive scope & sequence for math curriculum resources that aligns with the principles of the math framework and district math goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district math goals and priorities, ensuring that materials and instructional strategies support the district's vision for improving math outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T & L, , Elementary Math Coordinator, EDLs.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use data from assessments and formative evaluations to monitor the effectiveness of curriculum resources and identify areas for improvement. **Strategy's Expected Result/Impact:** Educators use data to reflect on their instructional practices and make adjustments, as needed, to improve their effectiveness in delivering high quality instruction. **Staff Responsible for Monitoring:** School Improvement Division, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 39% to 40% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 50% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective math instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the math framework, leading to more effective math instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary Math Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish systems for monitoring the utilization the district's math curriculum and framework, including walkthroughs, observations, and instructional rounds focused on math instruction. **Strategy's Expected Result/Impact:** Students will experience greater consistency in the delivery of math instruction across classrooms as teachers adhere to the prescribed materials and instructional strategies outlined in the scope & sequence. Teachers are provided with targeted professional learning opportunities and coaching to strengthen their instructional delivery, leading to improved learning experiences for students. **Staff Responsible for Monitoring:** Executive Director of T & L, Elementary Math Coordinator, EDLs, Campus Admin.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop a comprehensive scope & sequence for math curriculum resources that aligns with the principles of the math framework and district math goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district math goals and priorities, ensuring that materials and instructional strategies support the district's vision for improving math outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T & L, , Elementary Math Coordinator, EDLs.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use data from assessments and formative evaluations to monitor the effectiveness of curriculum resources and identify areas for improvement. **Strategy's Expected Result/Impact:** Educators use data to reflect on their instructional practices and make adjustments, as needed, to improve their effectiveness in delivering high quality instruction. **Staff Responsible for Monitoring:** School Improvement Division, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 62% to 67% by 2025.

Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 51% to 56% by 2028.

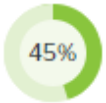
GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 48% to 53% by 2028.

GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 58% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the RLA framework, leading to more effective literacy instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary RLA Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop a comprehensive scope & sequence for HQIM that aligns with the principles of the RLA framework and district literacy goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district literacy goals and priorities, ensuring that HQIM materials and instructional strategies support the district's vision for improving literacy outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T & L, Elementary RLA Coordinator, EDLs.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus Instructional Coaches , MCLs, & Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction according to data. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data **Staff Responsible for Monitoring:** Principal, Principal Supervisor, Directors and Executive Director of Talent Acquisition and Development.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide coaching and support to campus leadership teams to use MAP data to determine instructional adjustments and targeted interventions for students in need of additional support or enrichment. **Strategy's Expected Result/Impact:** Close Achievement Gaps **Staff Responsible for Monitoring:** EDLs, School Improvement Division				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Board Goal :3
The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.
The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 62% to 67% by 2025.

Performance Objective 2: GPM 3.4: The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 50% by 2028.
GPM 3.5: The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 50% to 55% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations. **Strategy's Expected Result/Impact:** Students are provided with on grade level instruction and curriculum. **Staff Responsible for Monitoring:** Secondary RLA coordinator Secondary RLA Coordinator, EDL, Campus Admin.	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus Instructional Coaches and Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data. **Staff Responsible for Monitoring:** Secondary RLA coordinator, Secondary RLA Coordinator, EDL, Campus Admin.	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: RLA Coordinator will provide professional learning and PLC support to teachers in how to implement effective instructional strategies during reading instruction. **Strategy's Expected Result/Impact:** Teachers implement effective instructional strategies during reading instruction. **Staff Responsible for Monitoring:** Secondary RLA Coordinator, EDL, Campus Admin, ED of Teaching & Learning	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Board Goal :3
The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.
The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 62% to 67% by 2025.

Performance Objective 3: GPM 3.6: The percentage of English I students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 52% to 57% by 2028.
GPM 3.7: The percentage of English II students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 58% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations. **Strategy's Expected Result/Impact:** Students are provided with on grade level instruction and curriculum. **Staff Responsible for Monitoring:** Secondary RLA coordinator, EDL, Campus Admin.	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus Instructional Coaches, MCLS, Departement Chairs and Campus Leadership will utilize effective PLC Models to plan, collaborate and improve instruction. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data. **Staff Responsible for Monitoring:** Secondary RLA coordinator, EDL, Campus Admin.	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: RLA Coordinator will provide professional learning and PLC support to teachers in how to implement effective instructional strategies during reading instruction. **Strategy's Expected Result/Impact:** Teachers implement effective instructional strategies during reading instruction. **Staff Responsible for Monitoring:** Secondary RLA Coordinator, EDL, Campus Admin, ED of Teaching & Learning	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 58% to 65% by 2025.

Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 60% by 2028.
GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 36% to 50% by 2028.
GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 58% to 63% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective math instructional strategies grounded in research. **Strategy's Expected Result/Impact:** Teachers will implement evidence-based instructional practices recommended by the math framework, leading to more effective math instruction in the classroom. **Staff Responsible for Monitoring:** Executive Director of T&L, Elementary Math Coordinator, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish systems for monitoring the utilization the district's math curriculum and framework, including walkthroughs, observations, and instructional rounds focused on math instruction. **Strategy's Expected Result/Impact:** Students will experience greater consistency in the delivery of math instruction across classrooms as teachers adhere to the prescribed materials and instructional strategies outlined in the scope & sequence. Teachers are provided with targeted professional learning opportunities and coaching to strengthen their instructional delivery, leading to improved learning experiences for students. **Staff Responsible for Monitoring:** Executive Director of T & L, Elementary Math Coordinator, EDLs.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop a comprehensive scope & sequence for math curriculum resources that aligns with the principles of the math framework and district math goals. **Strategy's Expected Result/Impact:** The scope & sequence will align with district math goals and priorities, ensuring that materials and instructional strategies support the district's vision for improving math outcomes for all students. **Staff Responsible for Monitoring:** Executive Director of T & L, , Elementary Math Coordinator, EDLs.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use data from assessments and formative evaluations to monitor the effectiveness of curriculum resources and identify areas for improvement. **Strategy's Expected Result/Impact:** Educators use data to reflect on their instructional practices and make adjustments, as needed, to improve their effectiveness in delivering high quality instruction. **Staff Responsible for Monitoring:** School Improvement Division, EDLs, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Board Goal : 4
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 58% to 65% by 2025.

Performance Objective 2: GPM 4.4: The percentage of 7th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 44% to 50% by 2028.
GPM 4.5: The percentage of 8th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 50% to 55% by 2028.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations. **Strategy's Expected Result/Impact:** Students are provided with on grade level instruction and curriculum. **Staff Responsible for Monitoring:** Secondary Math director, Secondary Math Coordinator, EDL, Campus Admin.	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus Instructional Coaches, MCLs, Department heads, and Campus Leadership will utilize effective PLC Models to plan, collaborate and improve instruction. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data. **Staff Responsible for Monitoring:** Principal, EDLs, Secondary Math Coordinator.	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Board Goal : 4
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 58% to 65% by 2025.

Performance Objective 3: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 65% by 2028

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide ongoing professional development for teachers focused on effective instructional strategies, data analysis, and formative assessment techniques. **Staff Responsible for Monitoring:** Secondary Math Director, Secondary Math Coordinator, EDL, Campus Admin.	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement regular formative assessments to monitor student progress and provide timely feedback. **Staff Responsible for Monitoring:** Secondary Math Director, Secondary Math Coordinator, EDL, Campus Admin.	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus Instructional Coaches, MCLs, Department heads, and Campus Leadership will utilize effective PLC Models to plan, collaborate and improve instruction. **Strategy's Expected Result/Impact:** Teachers participate in effective, data driven professional learning communities (PLCs) to plan quality instructional lesson driven by student data. **Staff Responsible for Monitoring:** Principal, EDLs, Secondary Math Coordinator.	40%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 1: GPM 5.1: First time Algebra I EOC testers scoring at the meets grade level or above will increase from 42% to 52% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide ongoing training and professional development for teachers to enhance their understanding of the Algebra I curriculum and effective teaching methods. **Strategy's Expected Result/Impact:** Through ongoing professional development, teachers ensure that their instructional practices align with state standards, district expectations, and assessment requirements. This alignment helps students develop the knowledge and skills needed to succeed on the Algebra I EOC exam. **Staff Responsible for Monitoring:** Secondary Math Director, Secondary Math Coordinator, EDL.	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Evaluate the effectiveness of implemented strategies and make adjustments as needed based on feedback and outcomes. **Strategy's Expected Result/Impact:** Data driven informed decisions will increase student outcomes. **Staff Responsible for Monitoring:** Secondary Math Director, Secondary Math Coordinator	40%			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 2: GPM 5.2: The percentage of students earning 6 or more credits by the end of their first year in high school will increase from 87% to 92% by 2028.
GPM 5.3: The percentage of students in their second year of high school earning 6 or more credits will increase from 79% to 84% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement an early identification system in the Data Dashboard to identify students at risk of falling behind in credit accumulation. **Strategy's Expected Result/Impact:** Implement a range of intervention strategies tailored to the needs of at-risk students, such as academic tutoring, credit recovery programs, mentoring, and counseling services. **Staff Responsible for Monitoring:** EDL, Campus Admin, Counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement systems for tracking students' progress toward credit accumulation goals and providing timely support and interventions as needed.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Offer credit recovery programs for students who have fallen behind in credit accumulation. **Strategy's Expected Result/Impact:** Students will have the opportunity to show mastery by six weeks, to ensure full credit at semester. **Staff Responsible for Monitoring:** Principal, Counselor, EDL				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide Collegiate Coaches at both comprehensive high schools to proactively support students in attaining their graduation goals. **Strategy's Expected Result/Impact:** Provide ongoing support to students so that they are able to successfully reach graduation. **Staff Responsible for Monitoring:** Director of Guidance and Counseling, counselor, principal, EDL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 3: GPM 5.4: The number of students that complete a program of study and earn an industry based certification will increase from 14.5% (Class of 2022) to 28% (Class of 2027) by 2028.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify Career and Technical Education (CTE) programs that match regional workforce demands and student preferences. Educate all involved parties about these CTE programs and career paths to enhance awareness of potential career pathways. **Strategy's Expected Result/Impact:** The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10% **Staff Responsible for Monitoring:** CCMR coordinators, CTE director, Director of Counseling, Counselors, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a college readiness tracking tool and checklist. Train all stakeholders on college readiness tools, checklist, and pathways to promote postsecondary enrollment after high school. **Strategy's Expected Result/Impact:** The percent of students enrolling and successfully completing advanced coursework will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinators, CTE Director, Director of Counseling, Counselors, Campus Admin, EDL.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: CTE Department will align every program of study that does not lead to a Level 1 certificate with an Industry Based Certificate (IBC). **Strategy's Expected Result/Impact:** Concentrators and Completers in non dual credit programs of study will complete a TEA approved IBC. **Staff Responsible for Monitoring:** Executive Director of CTE, CTE Chairs, Campus Principal, CTE Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 4: GPM 5.5: The number of students that meet TSI criteria on BOTH reading and math on SAT, ACT, TSIA2, or College Bridge/Prep course will increase from 25.2% (Class of 2022) to 50% (Class of 2027) by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fully implement opportunities for Texas College Bridge at LHS, CHS and MHS. **Strategy's Expected Result/Impact:** Increase the percentage of students meeting TSI on both reading and math **Staff Responsible for Monitoring:** Executive Director of CCMR, CCMR Coordinators, EDL	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All High School campuses will address CCMR in their campus improvement plans and delineate strategies within their plan that address the district's CCMR overarching and outlined CCMR district goals. **Strategy's Expected Result/Impact:** There will be an increased percentage of students who are graduating with one or more CCMR indicators having been met. **Staff Responsible for Monitoring:** CCMR Director, EDL.	100%	100%	100%	

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 5: GPM 5.6: The number of students that score a 3 or higher on an AP exam will increase from 15.6% (Class of 2022) to 22% (Class of 2027) by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize student performance data from AP exams and other assessments to identify areas of strength and areas for improvement. Analyze data to inform instructional decisions, target interventions, and track progress toward increasing the percentage of students scoring a 3 or higher on AP exams. **Strategy's Expected Result/Impact:** Increase the number of students who score a 3 or higher. **Staff Responsible for Monitoring:** CCMR coordinator, EDL, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 77% to 82% by 2025.

Performance Objective 6: GPM 5.7: The four-year longitudinal graduation rate will increase from 86.8% (Class of 2022) to 90.5% (Class of 2027) by 2028.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: High school campuses will monitor, track, and intervene on all 9th grade students who lack 6+ credits, 10th grade students who lack 12 credits, 11th grade students who lack 18 credits. **Strategy's Expected Result/Impact:** 92% of all freshmen will meet 9th grade credit expectations. **Staff Responsible for Monitoring:** CCMR coordinators, counselors, campus admin, EDLs.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: High School Campuses will implement a credit protection program by six weeks. **Strategy's Expected Result/Impact:** Students will have the opportunity to show mastery by six weeks, to ensure full credit at semester. **Staff Responsible for Monitoring:** Counselors, Campus Admin, EDL.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide Collegiate Coaches at both comprehensive high schools to proactively support students in attaining their graduation goals. **Strategy's Expected Result/Impact:** Provide ongoing support to students so that they are able to successfully reach graduation. **Staff Responsible for Monitoring:** Director of Guidance and Counseling, Counselors, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: MISD will implement a well-rounded program of instruction to meet the academic needs of all students and monitor and support students' progress in meeting the challenging State academic standards [Section 1112(b)91)]. **Strategy's Expected Result/Impact:** Students will be identified who may be at risk for academic failure; will be provided additional educational assistance to meet the challenging State academic standards; and strengthen academic programs and improve school conditions for student learning. Data Dashboard will be reviewed every 6 weeks to identify at risk students. **Staff Responsible for Monitoring:** School Improvement staff, EDLs, Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MISD will implement a data-driven approach to instruction by analyzing student assessment data to identify areas of strength and weakness. Use this data to inform instructional decision-making, tailor teaching strategies to meet individual student needs, and monitor student progress over time. **Strategy's Expected Result/Impact:** A culture of continuous improvement where instructional practices are regularly refined based on ongoing analysis of student assessment data. **Staff Responsible for Monitoring:** School Improvement Department, EDLs, Campus Admin.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide specialized professional development opportunities for teachers focused on effective instructional practices for supporting special education students. Offer training in evidence-based strategies such as Universal Design for Learning (UDL), explicit instruction, and strategies for promoting executive functioning skills. **Strategy's Expected Result/Impact:** Improved outcomes for special education students, including increased academic performance, social-emotional development, and preparation for post-school transition **Staff Responsible for Monitoring:** Special Education Director, Special Education Supervisors.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Offer language support services such as bilingual education programs, English as a Second Language (ESL) instruction, and language development resources tailored to the needs of Emergent Bilingual learners. Provide dedicated staff, resources, and professional development to ensure effective language acquisition and academic success. **Strategy's Expected Result/Impact:** Emergent Bilingual learners will receive targeted support through bilingual education programs, ESL instruction, and language development resources. By providing dedicated staff, resources, and professional development, the district will ensure effective language acquisition and academic success for these students, leading to improved language proficiency, academic achievement, and overall educational outcomes. **Staff Responsible for Monitoring:** Executive Director of Bilingual, Bilingual Department.	N/A			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Assess and evaluate the effectiveness of discipline strategies and support systems, implementing impactful leadership practices to maximize their influence and drive better outcomes, while making necessary adjustments to ensure continuous improvement. **Strategy's Expected Result/Impact:** Effectively managing student behavior and promoting a positive school climate, instructional time can be maximized. Increased productivity and academic achievement among students. A safe and supportive school environment will encourage regular attendance among students, as they feel valued, respected, and engaged in their learning. **Staff Responsible for Monitoring:** Principal Supervisors, Campus Administrators.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Character Education Program will be implemented by the Counseling Department. **Strategy's Expected Result/Impact:** Development of essential character traits such as integrity, responsibility, respect, and empathy. Positive Campus Culture. **Staff Responsible for Monitoring:** Director of Counseling.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: The Crisis Counselor positions will support district-wide initiatives by providing targeted assistance to students and MISD staff, working to build a unified framework for improving mental health throughout the district. **Strategy's Expected Result/Impact:** Continuously assess the impact of counseling and consultation efforts on student and staff mental health. Use feedback and data to refine strategies, ensuring alignment with district goals and student success metrics. Providing a supportive environment for academic and personal growth for students. **Staff Responsible for Monitoring:** Director of Guidance and Counseling **Equity Plan** **Funding Sources:** - Title IV , - 211 Title 1	N/A			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Behavioral Specialists will support campuses to assist general education teachers in effectively applying restorative practices, fostering a positive and inclusive school climate. **Strategy's Expected Result/Impact:** Provide support and address the implementation of restorative practices amongst general ed teachers. Including managing professional opportunities to leaders and teachers. **Staff Responsible for Monitoring:** Director of Guidance and Counseling **Funding Sources:** - Title IV	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Promote inclusive instructional practices within PLCs that prioritize accessibility and equity for all students, including Emergent Bilingual and Special Education students. **Strategy's Expected Result/Impact:** PLCs will develop and implement instructional strategies that accommodate diverse learning needs, promote meaningful participation, and ensure equitable access to rigorous learning experiences for all students. Student Achievement for the populations will show improvement in all areas. **Staff Responsible for Monitoring:** Executive Director of Bilingual, Executive Director of Special Services.	70%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Research, plan, budget, and implement comprehensive physical school safety enhancements across all schools, including the establishment of protocols and procedures to ensure the safety of students during emergencies. **Strategy's Expected Result/Impact:** All schools will have updated and effective safety measures in place to protect students and staff in the event of emergencies. This includes enhanced physical infrastructure, such as secure entry systems, surveillance cameras, and emergency communication systems. Additionally, established protocols and procedures will ensure a coordinated and effective response to emergencies, maximizing the safety and well-being of students and staff across the district. **Staff Responsible for Monitoring:** Chief of Facilities & Operations. Chief of Police.	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Optimize school facilities through preventive maintenance, addressing aging facility needs and re-configuring layouts to create conducive environments for student learning and educational excellence. **Strategy's Expected Result/Impact:** School facilities will be maintained to a high standard through proactive preventive maintenance, ensuring that aging infrastructure is promptly addressed to create safe and conducive environments for student learning. **Staff Responsible for Monitoring:** Chief of Facilities & Operations.	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Explore and deploy inventive transportation initiatives that reduce student travel time and optimize instructional time. **Strategy's Expected Result/Impact:** Decrease student travel duration and maximize instructional time. Efficiency. **Staff Responsible for Monitoring:** Chief of Facilities & Operations.	25%			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Comply with new state safety and reporting requirements, ensuring the Emergency Operations Plan is updated annually and meets state criteria. **Strategy's Expected Result/Impact:** Safety requirements implemented, Emergency Operation Plan (EOP) is in compliance with state requirements, procedures clearly communicated across district. **Staff Responsible for Monitoring:** Emergency Management Coordinator, Chief of Police	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue implementation of processes for the use of campus threat assessment teams. **Strategy's Expected Result/Impact:** 100% of campuses will be in compliance. **Staff Responsible for Monitoring:** Emergency Management Coordinator, Chief of Police	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide training and guidance to all district/campus administrators and all district stakeholders on updated district/campus Emergency Operation Plan compliance. **Strategy's Expected Result/Impact:** The district will enhance overall preparedness for emergencies and crises. This includes understanding roles and responsibilities, knowing emergency procedures, and being familiar with resources and protocols. **Staff Responsible for Monitoring:** Emergency Management Coordinator, Chief of Police	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Streamline hiring procedures to boost efficiency and hasten processes, focusing on the identification and removal of redundancies, minimizing process delays, and ensuring regulatory compliance. **Strategy's Expected Result/Impact:** Create a positive impression on candidates, enhancing the employer brand and making it more likely for top talent to accept job offers. A smooth and efficient recruitment process can also reduce candidate drop-off rates and improve overall satisfaction. **Staff Responsible for Monitoring:** Executive Director of HR, Directors of HR, Deputy Superintendent.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a consistent and clear onboarding process with professional development that aligns new hires with MISD's vision and policies. **Strategy's Expected Result/Impact:** A standardized onboarding process ensures that all new hires receive the same foundational information about MISD's vision, values, and policies. This promotes consistency in understanding across different departments and teams, fostering a cohesive organizational culture. **Staff Responsible for Monitoring:** Executive Director of HR, Director of HR, Deputy Superintendent.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish succession planning pipelines to identify and prepare high-potential employees for future leadership roles, ensuring smooth transitions, minimizing disruptions, and promoting organizational continuity. **Strategy's Expected Result/Impact:** Succession planning ensures that future leaders are aligned with the organization's strategic goals and vision. By identifying and preparing individuals who possess the necessary skills, competencies, and values to lead the organization forward, succession planning helps ensure that leadership transitions support long-term strategic objectives. **Staff Responsible for Monitoring:** Talent Development				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a strategic staffing model that prioritizes high-impact teachers and principals, integrates compensation-based programs like the Teacher Incentive Allotment (TIA), fellows, and principal incentive allotment, and fosters professional growth through apprenticeship opportunities. **Strategy's Expected Result/Impact:** High-impact teachers and principals have been shown to have a substantial positive effect on student achievement. By prioritizing the recruitment, retention, and support of these educators, schools can improve overall academic performance and outcomes for students. **Staff Responsible for Monitoring:** Executive Director of HR, TIA Committee				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Midland ISD will establish leadership pathways to "grow our own" pipeline of leaders such as the Aspiring Principal Academy. **Strategy's Expected Result/Impact:** Leadership pathways like the Aspiring Principal Academy are designed to align closely with the goals and priorities of Midland ISD. By focusing on developing leaders who understand and are committed to advancing the district's vision, the academy helps ensure that leadership transitions support the district's overall strategic objectives. **Staff Responsible for Monitoring:** Principal Supervisors, Deputy Superintendent.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a comprehensive stakeholder feedback mechanism, including evaluation metrics, transparent reporting of results, and timely response commitments, to promote increased engagement, address concerns, and gather suggestions from individuals for improved district operations. **Strategy's Expected Result/Impact:** Access to comprehensive stakeholder feedback provides decision-makers with valuable data and perspectives to inform their decisions. By considering the diverse needs and preferences of stakeholders, the district can make more informed and inclusive decisions. **Staff Responsible for Monitoring:** Deputy Superintendent, Superintendent of T&L, Superintendent of School Improvement.	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create and execute top-tier customer service initiatives. **Strategy's Expected Result/Impact:** Achieving unparalleled levels of customer satisfaction and loyalty, leading to enhanced brand reputation, increased customer retention, and improved overall business performance. **Staff Responsible for Monitoring:** Student Services.	15%			

No Progress



Accomplished


Continue/Modify

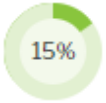

Discontinue

Goal 8: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Foster parent engagement and student agency by facilitating regular parent-teacher conferences, providing accessible performance data, promoting effective communication of the "re-teach" policy, setting and clearly communicating expectations for extracurricular activities, and equipping parents with the necessary tools to actively participate in their child's education. **Strategy's Expected Result/Impact:** Parents will be equipped with the necessary tools, resources, and support to actively engage in their child's education, including guidance on how to support learning at home and advocate for their child's needs within the school community. **Staff Responsible for Monitoring:** Principal Supervisors.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop concise and compelling messaging that articulates the district's performance goals, expectations, and achievements in a way that resonates with stakeholders. **Strategy's Expected Result/Impact:** Clear messaging facilitates effective communication and collaboration among stakeholders. By providing a shared understanding of the district's priorities and accomplishments, stakeholders can engage in meaningful discussions, share insights and feedback, and collaborate on strategies to advance the district's goals. **Staff Responsible for Monitoring:** Deputy Superintendent, Associate Superintendent of T & L, Associate Superintendent of School Improvement.				

 No Progress  Accomplished  Continue/Modify  Discontinue

District Funding Summary

255 Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 Title III, Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	7			$0.00
6	1	8			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$0.00
				Grand Total Spent	$0.00
				+/- Difference	$0.00