

# Spring Branch Independent School District

## Spring Woods High School

2025-2026



# Mission Statement

Our mission is to guarantee exceptional standards for academic scholarship, integrity and responsible citizenship to every student, every day.

## Vision

We envision that all Spring Woods High School Students will achieve unprecedented levels of growth, academically and socially, in order to increase their opportunities in their own lives and demonstrate the impact of education within our community.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Spring Woods High School** serves students in grades 9-12 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 93 students from the 2022–2023 school year to the 2024–2025 school year.

#### Enrollment Trends:

2024-2025: Enrollment – 2,020

2023-2024: Enrollment – 2,068

2022-2023: Enrollment – 2,113

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Spring Woods High School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. About 86.9% of the students are considered economically disadvantaged during the 2024-2025 school year. During the 2024-2025 school year, 52.7% of the students were identified as Emergent Bilingual (EB); 76.1% At-Risk; 11.5% Immigrant; 0.8% Homeless; 13.5% of students were identified for special education services; and 4.0% were identified for gifted and talented services.

#### Demographic Trends: Race/Ethnicity

2024-2025: African American – 81 (4.0%)

2023-2024: African American – 76 (3.7%)

2022-2023: African American – 91 (4.3%)

2024-2025: American Indian-Alaskan Native – 8 (0.4%)

2023-2024: American Indian-Alaskan Native – 8 (0.4%)

2022-2023: American Indian-Alaskan Native – 8 (0.4%)

2024-2025: Asian – 30 (1.5%)

2023-2024: Asian – 26 (1.3%)

2022-2023: Asian – 23 (1.1%)

2024-2025: Hispanic – 1,763 (87.3%)

2023-2024: Hispanic – 1,821 (88.1%)

2022-2023: Hispanic – 1,847 (87.4%)

2024-2025: Native Hawaiian-Pacific Islander – \*

2023-2024: Native Hawaiian-Pacific Islander – \*

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2024-2025: White – 116 (5.7%)  
2023-2024: White – 113 (5.5%)  
2022-2023: White – 121 (5.7%)

2024-2025: Two-or-more – 21 (1.0%)  
2023-2024: Two-or-more – 23 (1.1%)  
2022-2023: Two-or-more – 23 (1.1%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2024-2025: At-Risk – 1,537 (76.1%)  
2023-2024: At-Risk – 1,571 (76.0%)  
2022-2023: At-Risk – 1,527 (72.3%)

2024-2025: Economically Disadvantaged – 1,756 (86.9%)  
2023-2024: Economically Disadvantaged – 1,751 (84.7%)  
2022-2023: Economically Disadvantaged – 1,735 (82.1%)

2024-2025: Emergent Bilingual – 1,065 (52.7%)  
2023-2024: Emergent Bilingual – 1,054 (51.0%)  
2022-2023: Emergent Bilingual – 966 (45.7%)

2024-2025: Gifted and Talented – 80 (4.0%)  
2023-2024: Gifted and Talented – 87 (4.2%)  
2022-2023: Gifted and Talented – 100 (4.7%)

2024-2025: Homeless – 16 (0.8%)  
2023-2024: Homeless – 23 (1.1%)  
2022-2023: Homeless – 40 (1.9%)

2024-2025: Immigrant – 233 (11.5%)  
2023-2024: Immigrant – 200 (9.7%)  
2022-2023: Immigrant – 155 (7.3%)

2024-2025: Migrant – 0 (0.0%)  
2023-2024: Migrant – 0 (0.0%)  
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 273 (13.5%)  
2023-2024: Special Education – 256 (12.4%)  
2022-2023: Special Education – 253 (12.0%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

### **Attendance Rates:**

2024-2025: 90.2%

2022-2023: 90.1%

2021-2022: 89.2%

*Source: Texas Academic Performance Report (TAPR)*

### **Chronic Absenteeism:**

2024-2025: 30.9%

2022-2023: 32.8%

2021-2022: 37.7%

2020-2021: 33.4%

*Source: Texas Academic Performance Report (TAPR)*

### **Demographics Strengths**

- SWHS demographic make-up continues to remain stable from year to year.
- Students from various cultures learn and work together.
- Despite similar demographics in Hispanic, Economically Disadvantaged, and Special Ed numbers, SWHS continues to achieve despite barriers.

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

**Problem Statement 1:** Economically Disadvantaged Students in Advanced Courses: We will increase the number of Economically Disadvantaged students in our Advanced Courses (AAC, AP, Dual Enrollment)

**Root Cause:** Economically Disadvantaged Students in Advanced Courses: We will educate families and students to the opportunities available and provide opportunities for assistance related to the costs of AP tests and Dual Enrollment course costs.

**Problem Statement 2:** CTE Approved Industry Based Certifications: We need to continue to increase the number of students both taking career and technology courses, as well as earning a CTE Approved Industry Based Certification.

**Root Cause:** CTE Approved Industry Based Certifications: We need to provide students' assistance on course fees and certification exams by providing financial support for both course fees and certification exams.

**Problem Statement 3:** We had a 2% increase in our attendance rate in 2023. We need to improve to a goal of 96% attendance rate.

**Root Cause:** Attendance Rate: Students have formed habits of not coming to school every day.

# Student Achievement

## Student Achievement Summary

**Spring Woods High School** implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

### **Below is a summary of the End of Course (EOC) STAAR Redesign passing rates:**

2024: EOC English I - 50% Approaches; 34% Meets; 7% Masters

2023: EOC English I - 54% Approaches; 33% Meets; 6% Masters

2024: EOC English II - 60% Approaches; 40% Meets; 3% Masters

2023: EOC English II - 56% Approaches; 34% Meets; 3% Masters

2024: EOC Algebra I - 80% Approaches; 46% Meets; 19% Masters

2023: EOC Algebra I - 78% Approaches; 44% Meets; 19% Masters

2024: EOC Biology - 91% Approaches; 56% Meets; 15% Masters

2023: EOC Biology - 86% Approaches; 54% Meets; 20% Masters

2024: EOC U.S. History - 95% Approaches; 67% Meets; 36% Masters

2023: EOC U.S. History - 92% Approaches; 66% Meets; 37% Masters

2024: SPED All Grades All Subjects - 56% Approaches; 31% Meets; 10% Masters

2023: SPED All Grades All Subjects - 48% Approaches; 25% Meets; 7% Masters

2024: EB All Grades All Subjects - 67% Approaches; 38% Meets; 9% Masters

2023: EB All Grades All Subjects - 61% Approaches; 32% Meets; 9% Masters

*Source: 2023-2024 Texas Academic Performance Report (TAPR)*

### **Average SAT Scores:**

2023: Evidence-Based Reading and Writing (EBRW) – 446

2022: Evidence-Based Reading and Writing (EBRW) – 455

2021: Evidence-Based Reading and Writing (EBRW) – 451

2023: Mathematics – 440  
2022: Mathematics – 465  
2021: Mathematics – 458

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**4-Year Graduation Rate:**

Class of 2023: 85.8%  
Class of 2022: 85.1%  
Class of 2021: 92.3%

*Source: Texas Academic Performance Report (TAPR)*

**Career College Military Readiness (CCMR):**

Class of 2023: 70.1%  
Class of 2022: 53.0%  
Class of 2021: 39.0%

*Source: Texas Academic Performance Report (TAPR)*

**Student Achievement Strengths**

- Academic performance for students served in special education has improved/maintained.
- Academic performance for students identified as Emergent Bilinguals has improved/maintained.
- Academic performance for English I students has improved.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Focus on English I - Students not providing sufficient evidence to support a claim.

**Root Cause:** Students need to see the writing process modeled step by step and taught in student friendly language.

**Problem Statement 2:** Focus on English II - Students are not engaging in the writing process.

**Root Cause:** Students need to see the writing process modeled step by step and taught in student friendly language.

**Problem Statement 3:** Focus on Biology: Student performance in Reporting Category 2 (Mechanisms of Genetics) decreased by 13% from previous year.

**Root Cause:** Not enough focus on readiness standards, specifically Reporting Category 2.

**Problem Statement 4:** Focus on US History: Instruction was not aligned with the rigor of the TEKS.

**Root Cause:** A basic level of TEKS taught to the students instead of taught to the righor assessed.

**Problem Statement 5:** Instruction should be connected, concept by concept, with the TEKS.

**Root Cause:** Teachers are not incorporating explanations of "why" mathematical concepts connect.

**Problem Statement 6:** Graduation Rate: We improved by 5%, but still are only at a 92.3% graduation rate.

**Root Cause:** We need consistent student attendance and education for students/parents alongside the use of best practices to improve first time instruction for all our students.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Spring Woods High School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2024-2025: Beginning – 11.0 FTE (7.4%)

2023-2024: Beginning – 8.1 FTE (5.8%)

2022-2023: Beginning – 3.6 FTE (2.6%)

2024-2025: 1-5 Years – 35.1 FTE (23.6%)

2023-2024: 1-5 Years – 28.5 FTE (20.3%)

2022-2023: 1-5 Years – 36.8 FTE (26.7%)

2024-2025: 6-10 Years – 33.8 FTE (22.8%)

2023-2024: 6-10 Years – 39.2 FTE (27.9%)

2022-2023: 6-10 Years – 39.0 FTE (28.3%)

2024-2025: 11-20 Years – 48.1 FTE (32.4%)

2023-2024: 11-20 Years – 42.8 FTE (30.5%)

2022-2023: 11-20 Years – 39.0 FTE (28.3%)

2024-2025: Over 20 Years – 20.5 FTE (13.8%)

2023-2024: Over 20 Years – 21.8 FTE (15.5%)

2022-2023: Over 20 Years – 19.6 FTE (14.2%)

2024-2025: Total – 148.5 FTE (100%)

2023-2024: Total – 140.3 FTE (100%)

2022-2023: Total – 138.0 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

## **Staff Recruitment and Retention Strengths**

- We have monthly staff meetings to provide information and receive feedback regarding campus and district issues.
- Our staff is celebrated and recognized daily through Pride Leadership Notes and monthly at our faculty meetings with staff being nominated for being "Key to our success".
- Staff is involved in the hiring process and in helping to grow leaders.
- We have a structured new staff mentoring program to make sure those we hire reach the level of a master teacher quickly.
- Higher retention rate, leading to fewer new teachers added to staff.

## **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Our staff needs to improve all staff attendance (including: teachers, paraprofessionals and administration).

**Root Cause:** Improve campus culture and expectations.

**Problem Statement 2:** Our staff would like more professional development opportunities.

**Root Cause:** We have a growing number of emergent bilinguals and need strategies to meet their needs.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

**Spring Woods High School** provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

**Spring Woods High School** works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. **Spring Woods High School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

## Family and Community Engagement Strengths

### Family Engagement:

- Active PTA.
- Communities in Schools (CIS) provides supports for our families and students in need.
- We host events such as: Meet the teacher, Open House, New parent orientation.

### Community Engagement:

- We host two evening pep rallies where we honor our students and their families.
- We offer multiple groups who help our students with the steps and supports needed to apply for college.
- We have community mentors who support our students in the classroom.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Additional parent involvement and engagement are always needed.

**Root Cause:** Additional parent involvement and engagement activities are needed so that parents can get more comfortable interacting with our campus.

**Problem Statement 2:** The number of participants at campus-sponsored events is low when compared with student enrollment numbers.

**Root Cause:** A consistent communication plan is needed to inform parents regarding campus events.

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2026, Spring Woods High School will increase student performance on STAAR end-of course exams in reading and math by at least 8 percentage points in approaches, 5 percentage points in meets, and 3 percentage points in masters.

2024-25: Reading: 59% (approaches), 35% (meets), 5% (masters); Math: 85% (approaches), 45% (meets), 14% (masters)

2023-24: Reading: 55% (approaches), 37% (meets), 5% (masters); Math: 82% (approaches), 49% (meets), 16% (masters)

2022-23: Reading: 55% (approaches), 33% (meets), 4% (masters); Math: 79% (approaches), 44% (meets), 16% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

## Strategy 1 Details

**Strategy 1:** English I - implement a school-wide writing process.

**Strategy's Expected Result/Impact:** 55% of students will achieve a score of 6 or higher on the Extended Constructed Response item on STAAR.

**Staff Responsible for Monitoring:** English teachers, CICs, English team leads, English Department Chair, Assistant Principal, and Principal

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** English II - implement a school-wide writing process.

**Strategy's Expected Result/Impact:** 50% of students will achieve a score of 6 or higher on the Extended Constructed Response item on STAAR.

**Staff Responsible for Monitoring:** English teachers, CICs, English team leads, English Department Chair, Assistant Principal, and Principal

**Title I:**

2.51, 2.53

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$55,000, - 199 PIC 11 - Instructional Services - \$25,000

### Strategy 3 Details

**Strategy 3:** Algebra I - making unit-to-unit connections to increase student comprehension.

**Strategy's Expected Result/Impact:** Students can make connections across and within units.

**Staff Responsible for Monitoring:** Algebra teachers, team leader, math Department Chair, CICs, Associate Principal, and Principal.

**Title I:**

2.51, 2.52, 2.53

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$17,500

### Strategy 4 Details

**Strategy 4:** Biology - teachers will facilitate student writing and speaking opportunities each week.

**Strategy's Expected Result/Impact:** Students will meet or exceed performance targets on STAAR at the following levels: Approaches = 90%, Meets = 60%, and Masters = 30%

**Staff Responsible for Monitoring:** Biology teachers, Biology Team Lead, Science Department Chair, CICs, Assistant Principal and Principal.

**Title I:**

2.51, 2.52, 2.53

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$17,500

### Strategy 5 Details

**Strategy 5:** Social Studies - US History teachers will design lessons that engage students with the thinking processes (analyze, cause and effect, predict/inference, categorize, compare and contrast, etc.) in TEKS USH.28B in conjunction with content standards.

**Strategy's Expected Result/Impact:** Students will meet or exceed performance targets on STAAR at the following levels: Approaches = 96%, Meets = 77%, and Masters = 36%

**Staff Responsible for Monitoring:** Social Studies teachers, USH team leader, Social Studies Department Chair, CICs, Assistant Principal, and Principal.

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$12,000

### Strategy 6 Details

**Strategy 6:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses and/or activities in order to provide all students with a well-rounded education. Examples include: after school clubs and organizations, UIL activities, Community Service opportunities

**Strategy's Expected Result/Impact:** Meet or exceed the targets for STAAR subjects and increase in academic success in all classes.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Club/Organization Sponsors, UIL Coaches

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Connect high school to career and college

**Funding Sources:** - 199 PIC 24 - At Risk - \$10,000

### Strategy 7 Details

**Strategy 7:** High Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus and provided by our teacher team. Some areas of focus for this will be: Purposeful Planning and Engagement.

**Strategy's Expected Result/Impact:** As a result of these professional development trainings, teacher will be expected to utilize a variety of teaching practices and strategies thus increasing the effectiveness of first time instruction.

**Staff Responsible for Monitoring:** Principal, Campus Teacher Team

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Funding Sources:** - 199 PIC 24 - At Risk - \$10,000, - 199 PIC 23 - Special Education - \$3,210, - 199 PIC 22 - Career & Technology - \$9,470

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: STUDENT GROWTH:** By June 2026, Spring Woods High School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 3 percentage points or  $\geq 85\%$ .

2024-25: 66 School Progress-Annual Growth RLA and Math Score

2023-24: 71 School Progress-Annual Growth RLA and Math Score

2022-23: 69 School Progress-Annual Growth RLA and Math Score (Baseline Year)

**Evaluation Data Sources:** State Accountability Report Domain 2 A (Annual Growth RLA and Math)

### Strategy 1 Details

**Strategy 1:** Algebra I - making unit-to-unit connections to increase student comprehension.

**Strategy's Expected Result/Impact:** Students can make connections within and across units to increase meets and masters performance.

**Staff Responsible for Monitoring:** Algebra teachers, team leader, math Department Chair, CICs, Associate Principal, and Principal.

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** English I - implement a school-wide writing process.

**Strategy's Expected Result/Impact:** 55% of students will achieve a score of 6 or higher on the Extended Constructed Response item on STAAR.

**Staff Responsible for Monitoring:** English teachers, CICs, English team leads, English Department Chair, Assistant Principal, and Principal

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$4,000, - 199 PIC 11 - Instructional Services - \$5,000

### Strategy 3 Details

**Strategy 3:** English II - implement a school-wide writing process.

**Strategy's Expected Result/Impact:** 50% of students will achieve a score of 6 or higher on the Extended Constructed Response item on STAAR.

**Staff Responsible for Monitoring:** English teachers, CICs, English team leads, English Department Chair, Assistant Principal, and Principal

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$5,000

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: RELATIVE PERFORMANCE:** By June 2026, Spring Woods High School will increase its relative performance scale score.

2024-25: 76 Scale Score

2023-24: 79 Scale Score

2022-23: 72 Scale Score

**Evaluation Data Sources:** Accountability Report Domain 2 B

Strategy 1 Details
<p><b>Strategy 1:</b> Maintain or improve student performance from prior year's STAAR performance.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will maintain or grow in each STAAR performance level.</p> <p><b>Staff Responsible for Monitoring:</b> CICs, teachers, administrators.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: CLOSING THE GAPS:** By June 2026, Spring Woods High School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 5 component points.

2024-25: 15 of 32 Academic Achievement Points Met; 46.9% Component Points

2023-24: 22 of 32 Academic Achievement Points Met; 68.8% Component Points

2022-23: 15 of 32 Academic Achievement Points Met; 46.9% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details
<p><b>Strategy 1:</b> Provide targeted tutorials for students who are not making academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets and Masters performance.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 44%

2023-24: TELPAS Progress Rate 37%

2022-23: TELPAS Progress Rate 37% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

**Strategy 1 Details**

**Strategy 1:** We will vertically align ESOL through SSL English classrooms to increase performance on TELPAS.

**Strategy's Expected Result/Impact:** Increased student performance on TELPAS relative to prior year.

**Staff Responsible for Monitoring:** English teachers, CICs, administration.

**TEA Priorities:**

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

**- ESF Levers:**

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

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 6: COLLEGE, CAREER, AND MILITARY READINESS (CCMR):** By June 2026, Spring Woods High School will increase the percent of graduates achieving College, Career, and Military Readiness status by at least 5 percentage points.

Class of 2024: 61% of graduates met CCMR indicator

Class of 2023: 70% of graduates met CCMR indicator

Class of 2022: 53% of graduates met CCMR indicator

**Evaluation Data Sources:** Texas Academic Performance Report and State Accountability Report Domain 1

**Strategy 1 Details**

**Strategy 1:** Increase offerings of dual credit courses.

**Strategy's Expected Result/Impact:** Increase number of dual credit opportunities for students to earn college credit.

**Staff Responsible for Monitoring:** Administration, counselors, teachers.

**TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Support students in achievement of IBCs.

**Strategy's Expected Result/Impact:** Increased CTE certifications.

**Staff Responsible for Monitoring:** CTE staff, CIC, administration, counselors.

**TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

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

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 7: GRADUATION:** Increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 5 percentage points or  $\geq 98\%$ .

Class of 2024: 4-year rate = 86.4%; 5-year rate = 88.6% (C/O 2023); 6-year rate = 88.8% (C/O 2022)

Class of 2023: 4-year rate = 85.8%; 5-year rate = 88.6% (C/O 2022); 6-year rate = 92.7% (C/O 2021)

Class of 2022: 4-year rate = 85.1%; 5-year rate = 92.2% (C/O 2021); 6-year rate = 90.6% (C/O 2020)

**Evaluation Data Sources:** Texas Academic Performance Report and State Accountability Report Domain 1

Strategy 1 Details
<p><b>Strategy 1:</b> Administrative tracking of students who are at risk of dropping out and contact with families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate due to decreased drop out rate.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 8: POST-SECONDARY ENROLLMENT:** For the graduating class, 45% of Spring Woods High School graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2024: 33% enrolled in fall following graduation

Class of 2023: 35% enrolled in fall following graduation

Class of 2022: 42% enrolled in fall following graduation

**Evaluation Data Sources:** National Student Clearinghouse (as of the fall after graduation)

Strategy 1 Details
<p><b>Strategy 1:</b> Increased exposure to college opportunities through college fairs and the Tiger College Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in enrollment in a post-secondary option.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

**Goal 2: STUDENT SUPPORT.** Spring Woods High School students will benefit from multi-tiered systems of support.

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2026, Spring Woods High School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

#### Strategy 1 Details

**Strategy 1:** By the summer of 2026, 50% of the student body will be involved in a club, organization, or extra curricular organization to enhance school culture and help them leverage imagination and intuition to inspire new ideas or build on existing ones. (Resourceful Problem Solver)

**Strategy's Expected Result/Impact:** Create Grade Level Sponsors to ensure that students have a better understanding of what they can get involved in because they have better communication.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers/Sponsors

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** - 199 PIC 99 - Undistributed - \$5,800, - 199 PIC 22 - Career & Technology - 5000

#### Strategy 2 Details

**Strategy 2:** By the summer of 2026, SWHS will create an principal advisory council, creating a space for leaders within organizations to align and work together to use their communication skills for a variety of purposes and to build a network of relationships. (Communicator and Collaborator)

**Strategy's Expected Result/Impact:** Create a leadership governing body similar to CIT for students uniting the heads of student clubs and organizations.

**Staff Responsible for Monitoring:** Principal  
Associate Principal

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** - 199 PIC 24 - At Risk - \$2,500

### Strategy 3 Details

**Strategy 3:** By June 2026, we will have met four times with our student body to provide information regarding: grades, credits, resume writing, graduation requirements, college entrance requirements, technical school entrance requirements and model interviewing skills.

**Strategy's Expected Result/Impact:** Students will be T,2,4 or military ready when they leave high school and will stay on track for their high school graduation plan.

**Staff Responsible for Monitoring:** Principal, CICs, Counselors

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Funding Sources:** - 199 PIC 25 - ESL/Bilingual, - 199 PIC 11 - Instructional Services - \$26,001, - 199 PIC 22 - Career & Technology - \$10,000

**Goal 2: STUDENT SUPPORT.** Spring Woods High School students will benefit from multi-tiered systems of support.

**Performance Objective 2: POST-SECONDARY PLANNING:** Spring Woods High School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

**Evaluation Data Sources:** Naviance Reports, Skyward Reports

Strategy 1 Details
<p><b>Strategy 1:</b> Students will engage in Post Secondary Activities during Social Studies classes to ensure that they are prepared for a post secondary experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled in post secondary coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Lead Counselor Social Studies teachers</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 199 PIC 11 - Instructional Services - \$10,000, - 199 PIC 22 - Career &amp; Technology - \$30,000</p>

**Goal 2: STUDENT SUPPORT.** Spring Woods High School students will benefit from multi-tiered systems of support.

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2026, student attendance at Spring Woods High School will increase or will be  $\geq 98\%$ .

**Evaluation Data Sources:** Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p><b>Strategy 1:</b> Student Attendance: Truancy Measures will be implemented for students with 6 or more absences or have been identified as chronically truant during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2025-26 school year, student attendance will be at 96% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals CIS Counselors</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 PIC 24 - At Risk - \$21,125</p>

**Goal 2: STUDENT SUPPORT.** Spring Woods High School students will benefit from multi-tiered systems of support.

**Performance Objective 4: DROPOUT PREVENTION:** By June 2026, Spring Woods High School will increase the number of students on track to graduate with their cohort.

**Evaluation Data Sources:** Skyward data

**Strategy 1 Details**

**Strategy 1:** Targeted 9th grade assistance will be a focus before school and after school.

**Strategy's Expected Result/Impact:** Targeted "coach up" sessions will result in increase in academic success on the following progress report/report card.

**Staff Responsible for Monitoring:** Principal

CICs

Teachers

**Title I:**

2.52, 2.53

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$18,000, - 199 PIC 11 - Instructional Services - \$25,000, - 199 PIC 25 - ESL/Bilingual - \$10,000

**Strategy 2 Details**

**Strategy 2:** Professional Staffing: Multiple Classroom Leaders will push into classes where students need increased academic help to be successful.

**Strategy's Expected Result/Impact:** Increase in 9th grade passing rate: 10% meet or exceed STAAR targets.

**Staff Responsible for Monitoring:** Principal

CICs

**Title I:**

2.51, 2.52, 2.53

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$8,000, - 199 PIC 25 - ESL/Bilingual - \$17,400

### Strategy 3 Details

**Strategy 3:** Dropout Prevention: Conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts. Address excessive absences and develop a plan of action (contract) to meet the needs of consistently truant students.

**Strategy's Expected Result/Impact:** The dropout rate will be at or below 1.5%

**Staff Responsible for Monitoring:** Principal

Teachers

Assistant Principals

Counselor

**Title I:**

2.51, 2.52, 2.53

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Goal 3: SAFE SCHOOLS.** Spring Woods High School will ensure a safe and secure learning environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

**Strategy 1 Details**

**Strategy 1:** We will implement a PBIS system to incentivize appropriate student attendance and behavior.

**Strategy's Expected Result/Impact:** Decrease discipline referrals and increase student attendance.

**Staff Responsible for Monitoring:** All staff

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 99 - Undistributed - \$40,000

**Strategy 2 Details**

**Strategy 2:** 100% of teachers and staff will utilize Ehall Pass to ensure that there is accountability for students and staff in regards to tardies and hall passes around campus.

**Strategy's Expected Result/Impact:** Teachers and staff will have confidence in accountability for discipline and tardies.

**Staff Responsible for Monitoring:** Administration

Faculty

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

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

**Funding Sources:** - 199 PIC 24 - At Risk - \$30,000, - 199 PIC 99 - Undistributed - \$25,000

### Strategy 3 Details

**Strategy 3:** SWHS will make sure that 100% of faculty and staff are trained in the discipline management system and that there are clear routines and practices for every classroom and office area.

**Strategy's Expected Result/Impact:** Teachers and students feel supported by SWHS in the classroom and as they move around the campus.

**Staff Responsible for Monitoring:** Teachers  
Administration

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$5,000

### Strategy 4 Details

**Strategy 4:** SWHS will use the four C's: Care, Connect, Communicate and Coach to help all students have HRT: High Expectations, Resiliency and Tough Empathy

**Strategy's Expected Result/Impact:** Discipline referrals in decrease by 5%

**Staff Responsible for Monitoring:** Principal  
Associate Principal  
All Staff

**Title I:**

2.53

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24 - At Risk - \$3,000

**Goal 3: SAFE SCHOOLS.** Spring Woods High School will ensure a safe and secure learning environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster and calendar

**Strategy 1 Details**

**Strategy 1:** Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.

**Strategy's Expected Result/Impact:** Refined safety practices

**Staff Responsible for Monitoring:** Campus Safety Officer and Administration

**Title I:**

2.53

**- TEA Priorities:**

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

**- ESF Levers:**

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

**Strategy 2 Details**

**Strategy 2:** Participate in campus safety audit.

**Strategy's Expected Result/Impact:** Refined safety practices

**Staff Responsible for Monitoring:** Campus Safety Officer and Administration

**Title I:**

2.53

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Goal 3: SAFE SCHOOLS.** Spring Woods High School will ensure a safe and secure learning environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Strategy 1 Details**

**Strategy 1:** Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

**Strategy's Expected Result/Impact:** Submitted campus EOP in September.

**Staff Responsible for Monitoring:** Campus Safety Officer and Administration

**Title I:**

2.53

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Strategy 2 Details**

**Strategy 2:** Update campus EOPs annually and train staff at the start of each school year.

**Strategy's Expected Result/Impact:** Campus procedures maintained in campus EOP.

Staff training documents maintained.

**Staff Responsible for Monitoring:** Campus Safety Officer and Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Goal 4: FISCAL RESPONSIBILITY.** Spring Woods High School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage budgets.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Teacher/Paraprofessional Attendance: Staff Acknowledgement-Nominate for Key Awards and Fired Up Tiger for exemplary staff. Also, provide PRIDE Leaders to acknowledge various measures of extended efforts, highlight celebrations on social media and campus webpage, and in the Principal's Friday Message.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/ Professional attendance will increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 199 PIC 99 - Undistributed - \$5,000</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$25,000.00
1	2	2			\$5,000.00
1	2	3			\$5,000.00
2	1	3			\$26,001.00
2	2	1			\$10,000.00
2	4	1			\$25,000.00
<b>Sub-Total</b>					\$96,001.00
<b>Budgeted Fund Source Amount</b>					\$96,001.00
<b>+/- Difference</b>					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$9,470.00
2	1	1		5000	\$0.00
2	1	3			\$10,000.00
2	2	1			\$30,000.00
<b>Sub-Total</b>					\$49,470.00
<b>Budgeted Fund Source Amount</b>					\$49,470.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$3,210.00
<b>Sub-Total</b>					\$3,210.00
<b>Budgeted Fund Source Amount</b>					\$3,210.00
<b>+/- Difference</b>					\$0.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$55,000.00
1	1	3			\$17,500.00
1	1	4			\$17,500.00
1	1	5			\$12,000.00
1	1	6			\$10,000.00
1	1	7			\$10,000.00
1	2	2			\$4,000.00
2	1	2			\$2,500.00
2	3	1			\$21,125.00
2	4	1			\$18,000.00
2	4	2			\$8,000.00
3	1	2			\$30,000.00
3	1	3			\$5,000.00
3	1	4			\$3,000.00
<b>Sub-Total</b>					\$213,625.00
<b>Budgeted Fund Source Amount</b>					\$213,625.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	4	1			\$10,000.00
2	4	2			\$17,400.00
<b>Sub-Total</b>					\$27,400.00
<b>Budgeted Fund Source Amount</b>					\$27,400.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$5,800.00
3	1	1			\$40,000.00
3	1	2			\$25,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$5,000.00
<b>Sub-Total</b>					\$75,800.00
<b>Budgeted Fund Source Amount</b>					\$75,800.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$465,506.00
<b>Grand Total Spent</b>					\$465,506.00
<b>+/- Difference</b>					\$0.00