Commerce Independent School District

A.C. Williams Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 20, 2026 at 02:12 PM

Mission Statement

Commerce ISD will maximize educational opportunities for all students through excellence in teaching and education.

Vision

Commerce ISD will inspire students to become productive, well-rounded individuals who pursue excellence and are prepared for future opportunities.

Value Statement

We believe that..

* a strong partnership with East Texas A&M University is the cornerstone to our tradition-rich district

* trusting relationships is a safe and caring environment are vital to an innovative learning organization

* quality education promotes collaboration, adaptability, goal setting, critical thinking, and innovation

* each student should be empowered to realize the opportunities that they have acquired in our District will help them thrive in a global economy

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Data Documentation for CNA 7

Improvement Planning Data 8

Accountability Data 8

Student Data: Assessments 8

Student Data: Student Groups 9

Student Data: Behavior and Other Indicators 9

Employee Data 9

Parent/Community Data 10

Support Systems and Other Data 10

Goals 11

Goal 1 : CISD will provide exemplary programs to ensure that all students are succ... 12

Goal 2 : CISD will maintain and improve facilities and support systems that enhanc... 16

Goal 3 : CISD will provide timely, open communication and positive parental and co... 21

Goal 4 : CISD will attract and retain qualified employees by providing competitive b... 24

Goal 5 : CISD will invest resources to ensure that students, parents and the comm... 27

Goal Tables 30

Targeted Support Strategies 31

Plan Notes 32

Funding Summary 34

199 - General Fund: SCE 35

211 - Title I, Part A 35

Comprehensive Needs Assessment

Demographics

Summary

A.C. Williams Elementary serves students from 3rd grade through 5th grade.

The student population percentages gathered in early September 2026 include

African American- 28%

White- 36%

Hispanic- 25%

Asian- >1%

American Indian- >1%

Pacific Islander- >1%

Two or More Races- 6.4%

Economically Disadvantaged- 83%

Non Economically Disadvantaged- 17%

English Language Learners- 8.5%

At Risk- 48.7%

The average daily attendance rate for students in September 2026 is 97.49%.

The District serves 39 English Learners, 118 students served through special education program and 13 homeless students.

Strengths

We have a diverse population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	ACW faces challenges in meeting the diverse academic and social-emotional needs of its students, with 80% identified as economically disadvantaged, 15% as English Learners, and 28% receiving special education services. These high percentages indicate that many students require additional instructional supports, interventions, and resources, which places added demands on teachers and staff to	The wide range of student needs at ACW is not fully matched by the available supports and instructional strategies, making it difficult for teachers to provide the targeted interventions necessary for every group of learners.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Other**

Goals

Goal 1 CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1 ☑ High Priority

To improve student performance by implementing Bluebonnet curriculum in reading and math for general education students and those served in a resource classroom.

Evaluation Data Source: Bluebonnet assessments and benchmarks

Strategy 1 ☑ Targeted Support Strategy

Principals, C& I Coordinator, Region 10 representatives will assist teachers with implementation of Bluebonnet curriculum during bi-weekly PLCs.

Strategy's Expected Result/Impact: -PLC agenda and notes/minutes; Eduphoria AWARE; Bluebonnet Curriculum; benchmark assessments; Progress monitoring
-results: Improved Student Performance

Staff Responsible for Monitoring: Principal; Assistant Principal; C&I Coordinator; Regions 10 Representatives
Teachers

Funding Sources: 211 - Title I, Part A, $30,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Conduct weekly walk-throughs to collect classroom instruction data, then follow up meetings to address needs, and additional walkthroughs to monitor growth in needed areas.

Strategy's Expected Result/Impact: Lesson Plans; Walk Through Data; Improved Student Performance

Staff Responsible for Monitoring: Principal; Assistant Principal

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Implemented grade level Professional Learning Community meetings every 6 weeks to review data, improve instruction and facilitate the MTSS process. MTSS process moves more rapidly, ensuring student needs are being met, and determine appropriate levels of intervention.

Strategy's Expected Result/Impact:
-Documentation of interventions; Testing Data; STAAR Results; -PD on MTSS

Staff Responsible for Monitoring: Principal; Asst. Principal; C&I coordinator; Counselor

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Utilize learner support, dyslexia instruction (MTA), Math Intervention, Reading Intervention, and ESL supports to provide small group instruction for at-risk students.

Strategy's Expected Result/Impact: -Student Achievement Data; Progress Monitoring; STAAR results -Flexible small group instruction

Staff Responsible for Monitoring: Principal; Dyslexia teacher; ESL teacher; C&I Coordinator

Funding Sources: 211 - Title I, Part A, $4,300

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

To create a least restrictive environment, ARD committee will participate in planning and placement of students with disabilities.

Strategy's Expected Result/Impact: PEIMS reports; ARD minutes

Staff Responsible for Monitoring: Teachers; Principal;
Counselor, Diagnostician, Speech Therapist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Summer school will be offered to students who do not meet standard on state assessments per HB1416 Legislative Mandates and TEA decisions.

Strategy's Expected Result/Impact: Obtain a minimum of Approaches on the 3rd STAAR administration for 95% of students.

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: 199 - General Fund: SCE, $3,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

ACW will support 100% of EB students to progress in listening, speaking, writing and reading skills.

Evaluation Data Source: TELPAS scores

Strategy 1

Utilize Summit K-12 on a routine bases to grow all EB students.

Strategy's Expected Result/Impact: The expected result is that the EB students will progress in their listening, speaking, reading and writing.

Staff Responsible for Monitoring: Campus ESL coordinator and campus admin.

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

Formative Reviews

November	January	March	June

Goal 2

CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1

A. C. Williams will decrease incidences of disruptive behavior.

Evaluation Data Source: Schedules; Reduction in office referrals; PIEMS reports; PAWsitive Office Referrals; Tiger Tickets

Strategy 1

Reinforce objectives of character based education through PRIDE lessons and expectations, Guidance Lessons, Social Skills Groups, and Character Strong - Purposefull People Curriculum.

Strategy's Expected Result/Impact: -Schedules; Reduction in office referrals; PIEMS reports
-Brag tags, Pawsitive Paw awards, PRIDE lunch reward, Positive Office Referrals

Staff Responsible for Monitoring: Principal; Counselor;
Asst. Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Provide school-wide presentation on anti-bullying.

Strategy's Expected Result/Impact: Discipline logs and referrals

Staff Responsible for Monitoring: Principal; Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Monitor disciplinary referrals on a nine-weeks basis to assure consistency

Strategy's Expected Result/Impact: PEIMS Reports; Discipline Logs

Staff Responsible for Monitoring: Principal; Assistant Principal

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Review and revise emergency procedures for fire, weather, evacuation, lock-in, and lock-down.

Strategy's Expected Result/Impact: Audit Documentation; Emergency Plans

Staff Responsible for Monitoring: Principal; School Resource Officer

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

Conduct safety drills (fire, tornado, shelter in place).

Strategy's Expected Result/Impact: Documentation Log; Drill Logs

Staff Responsible for Monitoring: Principals, Teachers; School Resource Officer

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 6

ACW will strive to be a safe and drug free school. Students will participate in Red Ribbon Week activities to promote positive choices.

Strategy's Expected Result/Impact: Visitor Sign in; Visitor Badges; Sign in Sheets

Staff Responsible for Monitoring: Principal; Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 7

Visitors will sign-in and wear a visitors badges to visit lunch and classrooms. Visitors will also walk through weapons detectors
before entering into the office.

Strategy's Expected Result/Impact: Visitor Sign in sheets; Visitor Badges, Sign in Sheets

Staff Responsible for Monitoring: Principal; Office Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2

Provide safe and orderly environment where students and staff feel safe and secure.

Evaluation Data Source: Attendance record; Awards Ceremonies;

Strategy 1

ACW will motivate students achievement and attendance by recognizing at the end of each nine-weeks. Phone calls will be made after 3 days of recurrent absences for each student. Absence notices will go home when students have five unexcused absences. Home visits will be made after 10 unexcused absences and truancy filed after 10.

Strategy's Expected Result/Impact: Grade Reports; Attendance Reports

Staff Responsible for Monitoring: Principal; Assistant Principal; PEIMS Clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Conduct awards ceremonies each report card period to recognize student achievement in the areas of A Honor Roll, A-B Honor Roll, Perfect Attendance, Science, Accelerated Reading, and Social Studies.

Strategy's Expected Result/Impact: Grade Reports; Attendance Reports; Teacher Records

Staff Responsible for Monitoring: Principal; Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June

Performance Objective 3

Maintain Facilities that are comfortable and conducive to the teaching/learning process.

Strategy 1

Monitor building daily and report necessary maintenance and repairs.

Strategy's Expected Result/Impact: Maintenance Reports; Maintenance logs

Staff Responsible for Monitoring: Principal;
Asst. Principal;
School Secretary; Custodians, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 3

CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1

Parent and community involvement will increase.

Strategy 1

Frequently, consistently, and timely provide parents with multiple sources of information that increases awareness of academic standards (newsletters, parent access, parent/principal meetings, and communication agendas).

Strategy's Expected Result/Impact: School Documents; Parent survey

Staff Responsible for Monitoring: Principal; Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Update school/parent compact and parent involvement policies jointly with parents during Meet the Teacher Orientation and on the ACW website.

Strategy's Expected Result/Impact: Parent compact and involvement policies

Staff Responsible for Monitoring: Principal; Federal Programs Coordinators; Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2

Improve communication among school, parents, students and community.

Evaluation Data Source: Utilize Parent Square to share monthly newsletters, information, and events.

Strategy 1

Utilize Social Media and Parent Square service to communicate with parents via email, text messaging, and automated phone services.

Strategy's Expected Result/Impact: Phone logs; Usage Report

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Communicate parent involvement policy to parents through PTO, emails, newsletters, and website.

Strategy's Expected Result/Impact: Newsletters, emails, agendas, website; Parent Square Reports

Staff Responsible for Monitoring: Principal; Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Provide a School Newsletter bulletin to parents and community via Social Media and Parent Square.

Strategy's Expected Result/Impact: Copies of news bulletin

Staff Responsible for Monitoring: Principals

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 4

Transition meeting will be held for 5th graders transitioning to Middle School.

Strategy's Expected Result/Impact: Meeting Agenda; Sign in Sheets

Staff Responsible for Monitoring: Principal; Counselor; Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

Transition meeting will be held for incoming third grade students as well as 3rd-5th grade optional parent meeting at Meet the Teacher night.

Strategy's Expected Result/Impact: -Meeting Agenda; Sign in Sheets
-Introductions and expectations provide the start of relationships with parents and open communication for their support.

Staff Responsible for Monitoring: Principal; Counselor

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 4

CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1

A.C. Williams Elementary will achieve 100% HQ staff with a turnover rate of less than 15%.

Strategy 1

Provide new teachers with an effective mentor program on campus to support continued learning and professional development.
80% of ACW teachers will be proficient or higher. Therefore, show growth throughout the school year in TTESS and through student progress, and are therefore retained for the next school year.

Strategy's Expected Result/Impact: -Teacher Retention Rate; New mentor program in place on campus: "New Teacher 101" using the strategies from "Get Better Faster" and "Teach Like a Champion."
-Teacher lesson plans mirror IFDs with differentiation and additional intervention. Principal does not have to leave questioning notes on Lesson Plans anymore, and teachers are utilizing their plans during class time when observed.

Staff Responsible for Monitoring: Principal; Director of Personnel and Communications

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

ACW will continue to attract, recruit and hire minority teachers to bring the ratio of minority personnel equal to the ratio of minority students. ACW works closely with the university for quality applicants.

Strategy's Expected Result/Impact: Teacher position/openings posted;Recruitment records/hiring records

Staff Responsible for Monitoring: Principal; Director of Personnel and Communication

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2

All staff will be provided high quality, sustained professional development.

Strategy 1

Provide professional and staff development to paraprofessionals to meet standards set in ESSA (Every Student Succeeds Act) and state accountability system.

Strategy's Expected Result/Impact: Documentation of Attendance

Staff Responsible for Monitoring: Principal; C&I Coordinator

Funding Sources: 211 - Title I, Part A, $1,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Provide resources for teachers to implement the Commerce Curriculum, Bluebonnet.

Strategy's Expected Result/Impact: Documentation of Attendance for PD; TRS sign in sheets

Staff Responsible for Monitoring: Principal; C&I Coordinator

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Teachers will be trained in discipline management, conflict resolution, and violence prevention.

Strategy's Expected Result/Impact: Documentation of Attendance; Reduced Discipline Referrals

Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Goal 5 CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1

Implement measures to ensure efficient and effective fiscal responsibility.

Evaluation Data Source: Annual Budget; Itemized list of expenses

Performance Objective 2

CISD will offer a free breakfast and lunch to all families.

Evaluation Data Source: Food Service Reports

Strategy 1

Offer a free breakfast and lunch to all students every school day.

Strategy's Expected Result/Impact: Food Service reports

Staff Responsible for Monitoring: Principals
Director of Food Services

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 3

CISD will create a Safety and Security committee. They will prioritize and follow safety and security actions.

Strategy 1

An officer will be present at all campuses for at least part or most of the day when staff and students are present.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department Principals

Formative Reviews

November	January	March	June

Strategy 2

All exterior doors will be locked and classroom doors will be locked during instructional time. Doors and locks will be functional and checked weekly.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department Principals

Formative Reviews

November	January	March	June

Strategy 3

Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department Principals

Formative Reviews

November	January	March	June

Strategy 4

Building interiors and exteriors, pick up and drop off points should have video monitoring capability.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department Principals

Formative Reviews

November	January	March	June

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Principals, C& I Coordinator, Region 10 representatives will assist teachers with implementation of Bluebonnet curriculum during bi-weekly PLCs.

Plan Notes

Plan Notes

Won't show in the plan. Can use it for minutes.

Funding Summary

Funding Summary

199 - General Fund: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	$3,000.00
				Sub-Total	$3,000.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$30,000.00
1	1	4		--	$4,300.00
4	2	1		--	$1,000.00
				Sub-Total	$35,300.00