Fort Worth Independent School District

175 Washington Heights Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

To create responsible and productive students with strong critical thinking and academic skills by providing a rigorous curriculum delivered in partnership with the community, family and a qualified staff in a safe and caring environment.

Vision

Value the uniqueness of every student and help them acquire the desire and curiosity to be lifelong learners.

Value Statement

L.E.A.D

Listen and Learn, Empower Others, Accept, and make a Difference

"Do you see a Leader and Learner in me?"

We lead through learning and following our honorable character traits to be the best we can be.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Washington Heights Elementary is a PK–5 neighborhood school serving 268 students, according to the 2024–25 TAPR report . The student population reflects the following demographic distribution:

- Hispanic: 92.5%
- African American: 4.9%
- White: 1.5%
- American Indian: 0.4%
- Two or More Races: 0.7%
- Asian & Pacific Islander: 0%

Student Groups:

- Economically Disadvantaged: 95.1%
- Emergent Bilingual (EB): 57.1%
- Special Education: 24.3%
- 504: 2.6%
- Dyslexia: 4.9%
- Gifted/Talented: 11.2%
- Homeless: 9.7%
- Immigrant: 6.7%
- At-Risk: 75.0%

Attendance & Mobility:

- 2023–24 Attendance Rate: 94.7% (lower than the state’s 95.7%)
- Chronic Absenteeism: 9.5% (better than district 23%)
- Student Mobility: 9.7% (lower than district 22.5%)
- Student Attrition: 12.5%

Staff Characteristics:

- Average Teacher Experience: 10.9 years
- Average FWISD Experience: 9 years
- Teacher Retention: 95%
- Teacher Ethnicity: 61.2% Hispanic; 38.8% White; 0% African American
- Teachers by Degree: 89.5% Bachelor's, 10.5% Master's
- Student–Teacher Ratio: 14.1:1

Class Size Averages:

- Kinder: 10.5
- 1st Grade: 19.6
- 2nd Grade: 14.5
- 3rd Grade: 20.1
- 4th Grade: 21.2
- 5th Grade: 18.1

Demographics Strengths

1. High Teacher Retention & Experience – 95% teacher retention, with over 10 years average experience and strong bilingual staffing aligned to student EB needs .
2. Increased Family & Community Engagement – 15+ campus events and 10 active partnerships (PTA, FAA, Shiloh Baptist, Lowriders, JA) with evidence of higher parent turnout from prior year .
3. Low Mobility & Stable Enrollment – At 9.7% mobility, WHE is far below district averages, allowing for instructional continuity and fewer mid-year disruptions .
4. Diverse Student Support Structures – High identification and support services across EB (57%), SPED (24.3%), Homeless (9.7%), and Dyslexia (4.9%) ensure students receive targeted services.
5. Strong Bilingual & EB Alignment – 58.2% of students are served in Bilingual/ESL programs and 61.2% of teachers are Hispanic, which supports language development and cultural alignment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 2024-25 TAPR, the average daily attendance rate of 94.69%, with increases in tardies and inconsistent daily attendance from

prior years, resulting in lost instructional time for students.
Root Cause: Current attendance systems prioritize monitoring chronic absenteeism but lack a standardized protocol for addressing tardies or a consistently implemented incentive system, resulting in uneven expectations and limited effectiveness in improving daily attendance patterns.

Problem Statement 2 (Prioritized): 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages
Root Cause: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.

Student Learning

Student Learning Summary

Overall academic performance shows progress in several areas, but also reveals persistent gaps. According to TAPR STAAR data, Meets performance decreased in Reading from 47% to 44% for all students and from 44% to 41% for EB students. Math performance remains above district averages at Approaches (73%), but Meets performance growth remains stagnant at 38% .
Science results indicate 58% Approaches and 17% Meets, which is below state averages and a decline from previous performance levels .
Early childhood data (CLI, MAP) indicates strong performance trends:

- PreK: 79% on track in Math, 87% on track in Phonological Awareness
- Kinder–2nd: Majority meeting MAP MOY goals, though reading achievement lags for Hispanic EB learners .

Student Learning Strengths

1. Math Achievement: Exceeds district averages at both Approaches and Meets; strong growth in Grade 5 math (86%) .
2. Special Education Progress: Reading Meets increased from 16% to 23%.
3. Early Childhood Readiness: High percentages of PreK students on track in early foundational skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024.
Root Cause: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.

Problem Statement 2: 3-5 grade only 17% of students across all grades achieved "Meets Grade Level or Above" in science in 2025, up from 10% in 2024 but still significantly below state and district averages
Root Cause: The lack of professional development on hands-on science learning opportunities and strategies for integrating science with literacy and math has limited student engagement and understanding.

School Processes & Programs

School Processes & Programs Summary

Washington Heights ES demonstrates strong instructional systems, with structured PLCs, weekly CTMs, and ongoing data analysis. Intervention supports include MTSS, tutoring, WIN time, and reteach cycles. However, implementation consistency varies across grade levels.

Key Processes In Place:

- CTMs & PLCs meet weekly with TEKS breakdowns and reteach planning.
- WIN Time scheduled daily for targeted intervention/enrichment.
- Tutorials, MTSS Support, Inclusion Services, Dyslexia Support are consistently offered.
- PBIS Framework in place, though application varies by grade level.
- Technology Integration: teacher-created assessments, DOL tracking, MAP dashboards.

School Processes & Programs Strengths

1. Highly Effective Data Protocols – MAP, DOLs, trackers, benchmark goal trackers used consistently across the campus .
2. Strong Staff Recruitment & Hiring Systems – Campus utilizes a structured hiring process aligned to teacher strengths and student needs.
3. High Staff Retention (95%) – Creating consistency in instruction and strengthening teacher teams.
4. Robust Extracurricular & Enrichment Options:
    a. Cheer, Student Council, Running Club, Soccer, Garden, FWAS, Tellers.
5. Strong Community Partnership Network:
    a. FAA, Lowriders Association, Shiloh Baptist Church, PTA, JA, Unity One, etc.
6. Strong Campuswide Safety Protocols:
    a. Campus safety monitor, crossing guards, monthly drills, CPI team, Project Adam-trained staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 3-5 grade, there is a high percentage of special education students (24.3%), yet their performance across all subjects remains significantly below state averages.
Root Cause: The lack of professional development on inclusive teaching practices and differentiated instruction for students with disabilities has limited teachers' ability to address the needs of special education students effectively.

Problem Statement 2 (Prioritized): 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district

and state averages.
Root Cause: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Perceptions

Perceptions Summary

Washington Heights ES has demonstrated significant improvement in family engagement, communication, and climate. Staff morale is high, supported by minimal turnover and increased involvement opportunities. Social media engagement, parent participation, and communication methods have expanded.

Campus Climate Indicators:

- 533 documented family communications via Branching Minds (as of Feb. 2026)
- 15+ events hosted during 2025–26 (double prior year).
- 10 active community partners supporting academics, attendance, materials, and campus culture.
- Safety Systems: campus monitor, drills, CPI team, Project Adam training.
- Student Supports: counseling groups, clubs, MTSS supports, SEL opportunities.

Families report feeling welcomed, and community organizations regularly participate in school events.

Perceptions Strengths

1. Family & Community Engagement Growth: Participation doubled, with clear evidence of increased volunteerism and event turnout.
2. High Staff Morale & Retention: Staff express feeling supported, safe, and valued. Turnover remains extremely low.
3. Strong Communication Systems: Use of ClassDojo, Blackboard, newsletters, social media, parent flyers, and BOY/MOY conferences strengthen transparency.
4. Safe & Supportive Environment: Regular drills, crossing guards, campus security monitor, and trained CPI/Project Adam teams.
5. Increased Student Support Structures: SEL activities, clubs, student council, and counseling groups promote belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024.
Root Cause: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Problem Statement 2: 95.1% of students are economically disadvantaged, yet the campus lacks sufficient resources and strategies to address the unique challenges faced by these

students.
Root Cause: The lack of professional development on teaching strategies for economically disadvantaged students has limited teachers' ability to provide targeted interventions and support.

Priority Problem Statements

Problem Statement 1: According to the 2024-25 TAPR, the average daily attendance rate of 94.69%, with increases in tardies and inconsistent daily attendance from prior years, resulting in lost instructional time for students.

Root Cause 1: Current attendance systems prioritize monitoring chronic absenteeism but lack a standardized protocol for addressing tardies or a consistently implemented incentive system, resulting in uneven expectations and limited effectiveness in improving daily attendance patterns.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages

Root Cause 2: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024.

Root Cause 3: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district and state averages.

Root Cause 4: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024.

Root Cause 5: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Foster Care data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

- Action research results
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 60%.

Performance Objective 1: Increase the percentage of 3rd-grade students that score meets grade level or above on ELAR six-week assessments from 37% to 60% by June 2027.

Increase the performance of economically disadvantaged students from 37% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments (1 & 2 six weeks)
First and Second Six Weeks SLA 10% to 60% by June 2027

Strategy 1: Conduct structured MTSS meetings every six weeks to analyze ELAR assessment data, identify students needing Tier 2 and Tier 3 reading interventions, and assign targeted academic and behavioral supports. The MTSS process will prioritize reading performance for all students, with a specific focus on economically disadvantaged students who are not meeting grade-level expectations.

Strategy's Expected Result/Impact: Expected growth on Six Weeks Assessments (1 & 2 six weeks), projected growth on MAP Reading and STAAR

Staff Responsible for Monitoring: 3rd-grade teachers and ILT

Title I:
2.51, 2.52, 2.53
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Interventions will be monitored for effectiveness at least every six weeks, with teachers documenting student academic progress in Branching Minds. During each MTSS meeting, academic data such as six-week ELAR assessments will be reviewed to determine whether students are responding to interventions. Adjustments to intervention plans will be made as needed based on student progress and documented in Branching Minds. **Intended Audience:** 3-grade teachers **Provider / Presenter / Person Responsible:** 3rd-grade Teachers, Instructional Leadership Team, MTSS Committee **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** MTSS Department & Humanities Department **Delivery Method:** In person **Funding Sources:** Title 1 TA Bilingual 26,894 + fringe 4,841 - Title I (211) - 211-11-6129-501-175-30-175-101000 - $26,894, Title 1 TA Bilingual Fringe 4,841 - Title I (211) - 211-XX-614X-501-175-30-175-101000 - $4,841	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.

School Processes & Programs
Problem Statement 2: 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district and state averages. **Root Cause**: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 60%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 72% to 77% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 66% to 71% by June 2027.
Increase the performance of economically disadvantaged students from 72% to 77% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Strengthen Tier 1 literacy instruction in Grades K-3 by implementing a structured data-driven instruction cycle that includes weekly collaborative lesson internalization, enhancement of instructional materials, and analysis of Daily Objective Learning (DOL) data. Teachers will internalize and refine high-quality instructional materials to ensure strong modeling, vocabulary development, and comprehension instruction in both English and Spanish. Instruction will be adjusted based on DOL data to meet the needs of all learners, with targeted support for economically disadvantaged students.

Strategy's Expected Result/Impact: Expected growth in MAP Growth Reading

Staff Responsible for Monitoring: Teacher and Instructional Leadership Team

Title I:
2.51, 2.52, 2.53
- **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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will participate in ongoing professional learning through weekly collaborative meetings, staff meetings, district professional development days, and after-school collaborative sessions to enhance Tier 1 literacy instruction. Professional learning will focus on lesson internalization, enhancing instructional materials, and analyzing DOL data to inform instructional adjustments. Implementation of this action step will be monitored through weekly instructional walkthroughs and DOLs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers & Campus Leadership Team **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** Humanities Department, ILT **Delivery Method:** In person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Staff will engage in planning that utilizes the needs identified in the Campus Needs Assessment (CNA) and the CIP action steps to support students' academic, social, and emotional needs. This planning will occur during scheduled collaborative meetings and will be monitored through meeting agendas, notes, and administrative walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** NA **Delivery Method:** In-person **Funding Sources:** Planning Support 3,000 + Fringe 540 - Title I (211) - 211-13-6116-501-175-30-175-101000 - $3,000, Planning Support Fringe - Title I (211) - 211-XX-614X-501-175-30-175-101000 - $540	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.

School Processes & Programs
Problem Statement 2: 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district and state averages. **Root Cause**: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 37% to 60%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 45% to 60% by June 2027.
Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments
SLAR 6% to 60% by June 2027

Strategy 1: Strengthen the quality and alignment of Tier 1 ELAR instruction by implementing a consistent data-driven instruction cycle that includes weekly collaborative lesson internalization, enhancement of instructional materials, and analysis of DOL data. Teachers will use student data to refine instructional delivery, increase rigor, and ensure alignment to ELAR benchmark expectations, with targeted support for economically disadvantaged students.

Strategy's Expected Result/Impact: Expected growth in Benchmark Reading

Staff Responsible for Monitoring: Teacher and Instructional Leadership Team

Title I:
2.51, 2.52, 2.53
- **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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will participate in ongoing professional learning through weekly collaborative meetings, staff meetings, district professional development days, and after-school collaborative sessions to enhance Tier 1 ELAR instruction. Professional learning will focus on lesson internalization, enhancing instructional materials, and analyzing DOL data to strengthen instructional delivery and alignment to benchmark expectations. Implementation of this action step will be monitored through weekly instructional walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers & Campus Leadership Team **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** Humanities Department, ILT **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.
School Processes & Programs
Problem Statement 2: 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district and state averages. **Root Cause**: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 62to 68%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 62% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 67% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Conduct structured MTSS meetings every six weeks to analyze Math assessment data, identify students needing Tier 2 and Tier 3 math interventions, and assign targeted academic and behavioral supports. The MTSS process will prioritize math performance for all students, with a specific focus on economically disadvantaged students who are not meeting grade-level expectations.

Strategy's Expected Result/Impact: Expected growth on Six Weeks Assessments (1 & 2 six weeks), projected growth on MAP Reading and STAAR

Staff Responsible for Monitoring: 3rd-grade teachers and ILT

Title I:
2.51, 2.52, 2.53
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Interventions will be monitored for effectiveness at least every six weeks, with teachers documenting student academic progress in Branching Minds. During each MTSS meeting, academic data such as six-week Math assessments will be reviewed to determine whether students are responding to interventions. Adjustments to intervention plans will be made as needed based on student progress and documented in Branching Minds. **Intended Audience:** 3-grade teachers **Provider / Presenter / Person Responsible:** 3rd-grade Teachers, Instructional Leadership Team, MTSS Committee **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** MTSS Department & Math Department **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.
Student Learning
Problem Statement 1: 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024. **Root Cause**: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.
Perceptions
Problem Statement 1: In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024. **Root Cause**: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 62to 68%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 69% to 73% by June 2027.
Increase the percentage of Kindergarten - 1st Grade (changed to 1st, no data for 2-3 grade data) Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 73% to 77% by June 2027.
Increase the performance of economically disadvantaged students from 64% to 69% by June 2027. (this is K-5 no data for K - 3)

Data reflect MOY data need to update with the EOY data once we have it

Evaluation Data Sources: MAP

Strategy 1:
Ensure that Collaborative Team Meetings occur weekly for Kindergarten through 5th grade teachers, focusing on the implementation of the Data-Driven Instruction (DDI) process. Teachers will collaboratively develop engaging and rigorous lessons tailored to student needs using district-approved resources for math.

Strategy's Expected Result/Impact: Expected projected growth on MAP math

Staff Responsible for Monitoring: Teachers and Instructional Leadership Team

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will utilize the DDI process during weekly PLCs Team Meetings to engage in lesson internalization, rehearsal, and enhancement of district-approved math instructional materials. PLCs will analyze student DOL data to refine instructional delivery and ensure alignment to grade-level math expectations. Implementation of this action step will be monitored through weekly instructional walkthroughs and PLC artifacts. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers & Instructional Leadership Team **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Content Departments as needed **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Ensure weekly PLCs for Kindergarten through 5th Grade teachers that focus on implementing the Data-Driven Instruction (DDI) process. Teachers will collaboratively internalize and enhance district-approved math instructional materials and use student data to design rigorous, engaging lessons aligned to grade-level expectations and student needs.

Strategy's Expected Result/Impact: Expected projected growth on MAP math

Staff Responsible for Monitoring: Teachers and Instructional Leadership Team

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will collaboratively internalize and enhance district-approved math instructional materials and use student data to design rigorous, engaging lessons aligned to grade-level expectations and student needs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 26 -May 27 **Collaborating Departments:** NA **Delivery Method:** In-person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.
Student Learning
Problem Statement 1: 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024. **Root Cause**: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.
Perceptions
Problem Statement 1: In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024. **Root Cause**: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 62to 68%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 35% to 60% by June 2027.
Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 60% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Establish weekly collaborative planning meetings for 3rd grade math teachers to analyze student performance data, identify learning gaps, and develop targeted instructional strategies. During these meetings, teachers should share successful practices and resources for differentiating instruction.

Strategy's Expected Result/Impact: Expected growth on the benchmarks

Staff Responsible for Monitoring: Teachers and Instructional Leadership Team

Title I:
2.51, 2.52, 2.53
- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Facilitate structured 3rd grade math data meetings during PLCs that include reviewing recent common assessment data, and high-leverage TEKS assessed by DOL's to identify re-teach needs. **Intended Audience:** 3rd grade teachers, Leadership Team **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** weekly **Collaborating Departments:** Math department **Delivery Method:** In-person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will incorporate the Discovery Lab on Wheels as part of the after-school program to further promote science enrichment through hands-on, inquiry-based experiences. Participation in Discovery Lab on Wheels will be monitored through event sign-in sheets. **Intended Audience:** Students & Families **Provider / Presenter / Person Responsible:** Discovery Lab, Teachers, and Instructional Leadership Team **Date(s) / Timeframe:** August 26 - May 27 **Collaborating Departments:** Science Department **Delivery Method:** In-person **Funding Sources:** Discovery Lab on Wheels - Title I (211) - 211-61-6299-503-175-30-175-101000 - $1,650	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.
Student Learning
Problem Statement 1: 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024. **Root Cause**: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.
Perceptions
Problem Statement 1: In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024. **Root Cause**: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Goal 3: Reduce the % of students scoring DNM from 31% to 15%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 39% to 60% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 32% to 60% by June 2027.
Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 60% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen the quality and alignment of Tier 1 ELAR instruction by implementing a consistent data-driven instruction cycle that includes weekly collaborative lesson internalization, enhancement of instructional materials, and analysis of DOL data. Teachers will use student data to refine instructional delivery, increase rigor, and ensure alignment to ELAR benchmark expectations, with targeted support for economically disadvantaged students.

Strategy's Expected Result/Impact: Expected growth in benchmark reading

Staff Responsible for Monitoring: Teacher and instructional leadership team

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will participate in ongoing professional learning through weekly collaborative meetings, staff meetings, district professional development days, and after-school collaborative sessions to enhance Tier 1 ELAR instruction. Professional learning will focus on lesson internalization, enhancing instructional materials, and analyzing DOL data to strengthen instructional delivery and alignment to benchmark expectations. Implementation of this action step will be monitored through weekly instructional walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers & Campus Leadership Team **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** Humanities Department **Delivery Method:** In-person **Funding Sources:** Subs Professional 7,000 + Fringe 1,260 - Title I (211) - 211-11-6112-501-175-30-175-101000 - $7,000, Subs Professional fringe - Title I (211) - 211-XX-614X-501-175-30-175-101000 - $1,260	Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will host parent meetings to communicate STAAR expectations for Grades 3-5 and provide families with strategies to support ELAR learning at home. In addition, Pre-K teachers will conduct a beginning-of-year parent meeting to outline academic and literacy expectations, during which families will receive a take-home book to promote early reading at home. Participation in both meetings will be monitored through parent sign-in sheets. **Intended Audience:** Prek, 3-5 grade Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** NA **Delivery Method:** In-person **Funding Sources:** Extra Duty Teacher Pay 1,000 + Fringe 180 - Title I (211) - 211-61-6116-503-175-30-175-101000 - $1,000, Books - Title I (211) - 211-61-6329-503-175-30-175-101000 - $3,277, Extra Duty Teacher Pay Fringe 180 - Title I (211) - 211-XX-614X-501-175-30-175-101000 - $180	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.

School Processes & Programs

Problem Statement 2: 3-5 grades, only 46% of students achieved Meets Grade Level or Above in Reading in 2025, remaining stagnant from 2024 and below district and state averages. **Root Cause**: The lack of professional development on culturally responsive teaching and literacy strategies for diverse learners has limited teachers' ability to address the needs of English learners and economically disadvantaged students.

Goal 3: Reduce the % of students scoring DNM from 31% to 15%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 30% to 60% by June 2027.
Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 60% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Establish weekly collaborative planning meetings for 3-5 grade math teachers to analyze student performance data, identify learning gaps, and develop targeted instructional strategies. During these meetings, teachers should share successful practices and resources for differentiating instruction.

Strategy's Expected Result/Impact: Expected growth on the benchmarks

Staff Responsible for Monitoring: Teachers and Instructional Leadership Team

Title I:
2.51, 2.52, 2.53
- **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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Facilitate structured 3-5 grade math data meetings during PLCs that include reviewing recent common assessment data, and high-leverage TEKS assessed by DOL's to identify re-teach needs. **Intended Audience:** 3-5 teachers, Leadership Team **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** weekly **Collaborating Departments:** Math department **Delivery Method:** In-person **Funding Sources:** Supplies & Materials - Title I (211) - 211-11-6399-501-175-30-175-101000 - $9,870	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct BOY, MOY, and ongoing parent meetings throughout the year to provide families with resources on a variety of topics, ensuring they are informed and equipped to support their children's education. These meetings will address academic support strategies, social-emotional learning, and available community resources, fostering a strong partnership between the school and families. Participation will be monitored through parent sign-in sheets. **Intended Audience:** Parents and Students **Provider / Presenter / Person Responsible:** Teachers, Instructional Leadership Team **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Family Engagement Department **Delivery Method:** In-person **Funding Sources:** Snacks for parent meetings - Family Engagement (211) - 211-61-6499-503-175-30-175-101000 - $1,000, Supplies and materials - Family Engagement (211) - 211-61-6399-503-175-30-175-101000 - $663	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 3-5 grade 57.1% of students are English learners (EB/EL), but their performance in reading and math remains below state averages **Root Cause**: The lack of professional development on effective ESL strategies and language acquisition techniques has hindered teachers' ability to meet the needs of English learners.
Student Learning
Problem Statement 1: 3-5 grade only 38% of students across all grades achieved "Meets Grade Level or Above" in mathematics in 2025, a slight decrease from 40% in 2024. **Root Cause**: The lack of professional development on differentiated math instruction and data-driven decision-making has limited teachers' ability to address learning gaps for economically disadvantaged students.
Perceptions
Problem Statement 1: In 3rd-grade math, only 22% of students achieved "Meets Grade Level or Above" in 2025, down from 40% in 2024. **Root Cause**: The lack of professional development on data-driven decision-making and effective math intervention strategies has hindered teachers' ability to close achievement gaps for economically disadvantaged students.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 6% to 3%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 6% to 3% by June 2027. Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6% to 3% by June 2027.

High Priority

Evaluation Data Sources: Absence by Course and Student Report on Focus

Strategy 1: Implement a structured attendance incentive program that recognizes students for consistent attendance through six-week, monthly, and semester-based rewards. Incentives will be designed to promote a positive school culture and encourage regular attendance, with targeted recognition for economically disadvantaged students and other marginalized student groups who are at higher risk for chronic absenteeism. Attendance data will be reviewed every six weeks to identify students approaching chronic absenteeism and to adjust incentives and supports as needed.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who are chronically absent.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, and Attendance Committee

Title I:
2.51, 2.53
- **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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The attendance committee will meet every six weeks to review attendance data, monitor the effectiveness of the attendance incentive program, and determine whether adjustments are needed to support students at risk of chronic absenteeism. Student attendance celebrations will be held every six weeks to recognize students who meet attendance goals. Implementation of this action step will be monitored through attendance sign-in sheets, committee meeting agendas, and documented updates to the attendance plan. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Campus Leadership Team, Teachers, and Attendance Committee **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** NA **Delivery Method:** In person **Funding Sources:** Student Incentives - Title I (211) - 211-11-6399-501-175-30-175-101000 - $7,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the 2024-25 TAPR, the average daily attendance rate of 94.69%, with increases in tardies and inconsistent daily attendance from prior years, resulting in lost instructional time for students. **Root Cause**: Current attendance systems prioritize monitoring chronic absenteeism but lack a standardized protocol for addressing tardies or a consistently implemented incentive system, resulting in uneven expectations and limited effectiveness in improving daily attendance patterns.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Title 1 TA Bilingual Fringe 4,841	Fringe	211-XX-614X-501-175-30-175-101000	$4,841.00
1	1	1	1	Title 1 TA Bilingual 26,894 + fringe 4,841	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-175-30-175-101000	$26,894.00
1	2	1	2	Planning Support Fringe	Fringe	211-XX-614X-501-175-30-175-101000	$540.00
1	2	1	2	Planning Support 3,000 + Fringe 540	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-175-30-175-101000	$3,000.00
2	3	1	2	Discovery Lab on Wheels	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-175-30-175-101000	$1,650.00
3	1	1	1	Subs Professional fringe	Fringe	211-XX-614X-501-175-30-175-101000	$1,260.00
3	1	1	1	Subs Professional 7,000 + Fringe 1,260	Instruction | Subs - Professional (11-6112)	211-11-6112-501-175-30-175-101000	$7,000.00
3	1	1	2	Books	Family Engagement | Other Reading Materials (61-6329)	211-61-6329-503-175-30-175-101000	$3,277.00
3	1	1	2	Extra Duty Teacher Pay 1,000 + Fringe 180	Family Engagement | Extra Duty - Professional (61-6116)	211-61-6116-503-175-30-175-101000	$1,000.00
3	1	1	2	Extra Duty Teacher Pay Fringe 180	Fringe	211-XX-614X-501-175-30-175-101000	$180.00
3	2	1	1	Supplies & Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-175-30-175-101000	$9,870.00
4	1	1	1	Student Incentives	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-175-30-175-101000	$7,000.00
						Sub-Total	$66,512.00
						Budgeted Fund Source Amount	$66,512.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	2	1	2	Supplies and materials	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-175-30-175-101000	$663.00
3	2	1	2	Snacks for parent meetings	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-175-30-175-101000	$1,000.00
						Sub-Total	$1,663.00
						Budgeted Fund Source Amount	$1,663.00
						+/- Difference	$0.00
						Grand Total Budgeted	$68,175.00
						Grand Total Spent	$68,175.00
						+/- Difference	$0.00