Fort Worth Independent School District

009 Polytechnic High School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Polytechnic HS has 1290 students. Our Ethnic breakdown is .85% Asian; 18.91% Black or African American; 74.11% Hispanic or Latino; .16% Native Hawaiian or Other Pacific Islander; 1.94% White; .62% Two or more; 2.32% chose not to answer. 43.41% of our students are classified as LEP; 10.39% classified as Special Education; and 86.65% are considered to be At Risk.

Between the 2018-2019 and 2019-2020 school year, Polytechnic grew 122 students, a 9.46% increase.

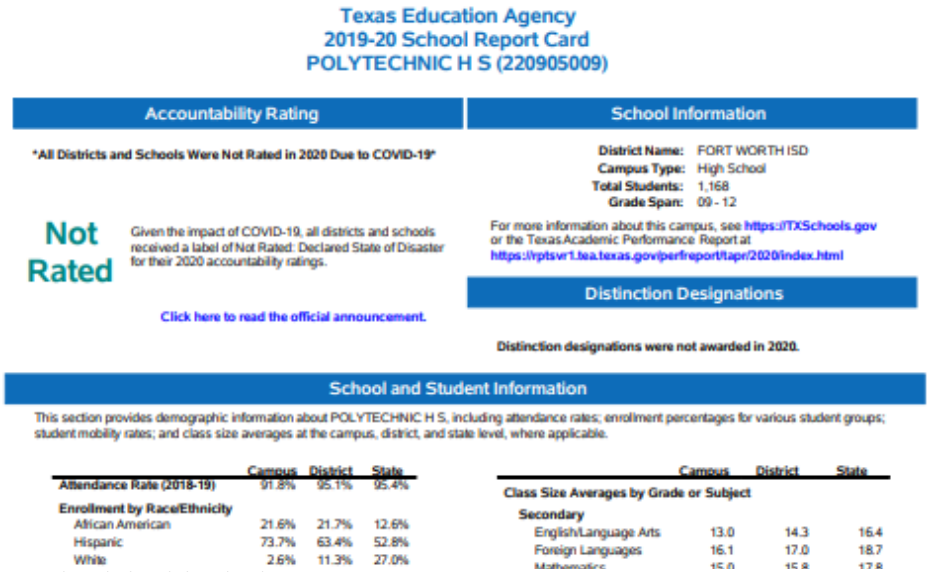
Attendance is less than the district and state consecutively.

Partnerships

Alumni Association

South Side Bank

New Mount Carmel Baptist Church



Texas Education Agency
2019-20 School Report Card
POLYTECHNIC H S (220905009)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: FORT WORTH ISD
Campus Type: High School
Total Students: 1,168
Grade Span: 09 - 12

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about POLYTECHNIC H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	91.8%	95.1%	95.4%
Enrollment by Race/Ethnicity			
African American	21.6%	21.7%	12.6%
Hispanic	73.7%	63.4%	52.8%
White	2.6%	11.3%	27.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	13.0	14.3	16.4
Foreign Languages	16.1	17.0	18.7

American Indian	0.0%	0.1%	0.4%
Asian	1.0%	1.7%	4.6%
Pacific Islander	0.2%	0.1%	0.2%
Two or More Races	0.9%	1.7%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	92.4%	84.0%	60.2%
Special Education	9.8%	9.9%	10.7%
English Learners	37.0%	34.2%	20.3%
Mobility Rate (2018-19)	21.1%	21.1%	15.3%

Mathematics	15.0	15.8	17.8
Science	17.2	16.3	18.8
Social Studies	17.4	17.1	19.3

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	66.8%	64.6%
Instructional Expenditure Ratio	n/a	66.5%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,351	$10,544	$9,913
Instruction	$5,796	$5,847	$5,558
Instructional Leadership	$152	$178	$162
School Leadership	$600	$590	$589

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

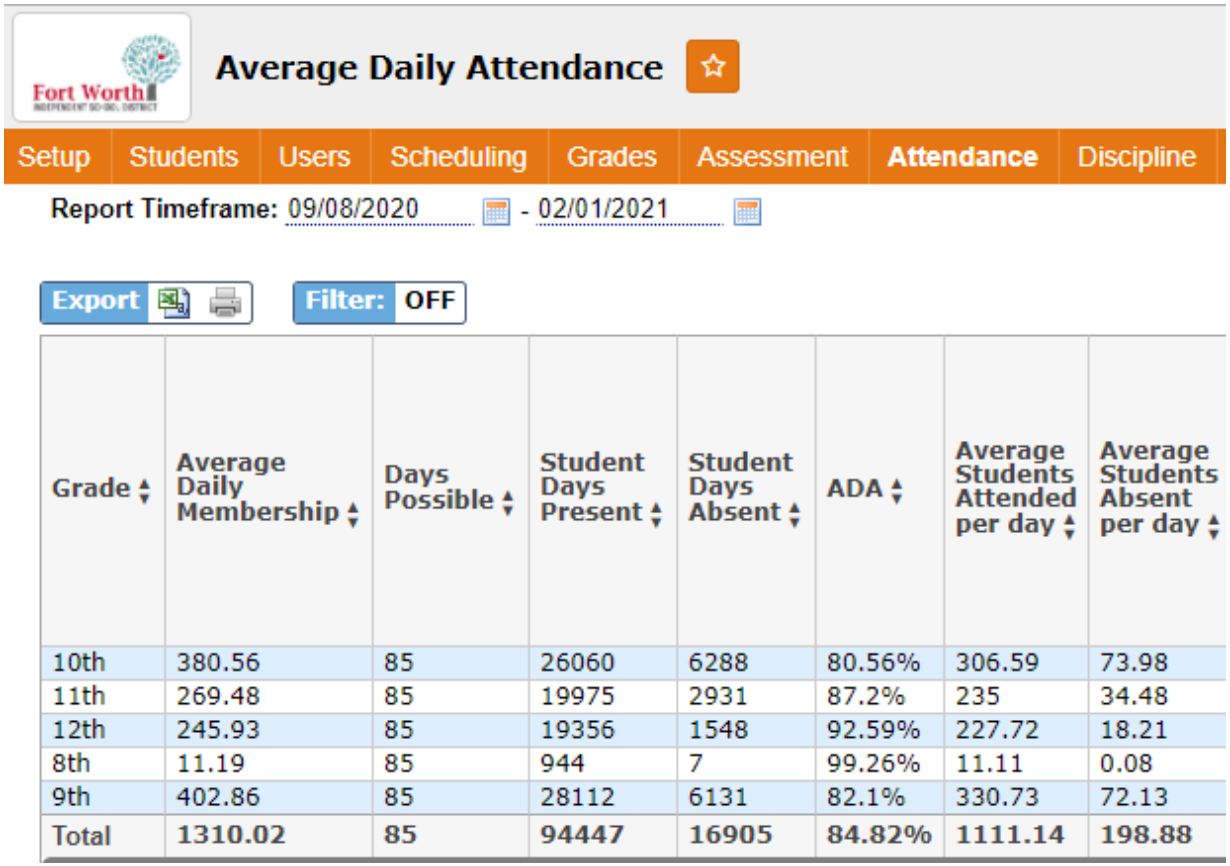
District Name: FORT WORTH ISD
Campus Name: POLYTECHNIC H S
Campus Number: 220905009

Total Students: 1,168
Grade Span: 09 - 12
School Type: High School

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,168	100.0%	82,704	5,479,173	1,169	100.0%	82,891	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	6.6%	4.5%	0	0.0%	6.6%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.3%
Grade 5	0	0.0%	8.0%	7.6%	0	0.0%	7.9%	7.6%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	346	29.6%	8.4%	8.2%	346	29.6%	8.4%	8.2%
Grade 10	299	25.6%	6.7%	7.4%	299	25.6%	6.7%	7.4%
Grade 11	253	21.7%	6.1%	6.9%	253	21.6%	6.1%	6.9%
Grade 12	270	23.1%	5.7%	6.4%	271	23.2%	5.8%	6.4%
Ethnic Distribution:								
African American	253	21.7%	21.7%	12.6%	253	21.6%	21.7%	12.6%
Hispanic	860	73.6%	63.4%	52.8%	861	73.7%	63.4%	52.8%
White	30	2.6%	11.3%	27.0%	30	2.6%	11.3%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	12	1.0%	1.7%	4.6%	12	1.0%	1.7%	4.6%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	11	0.9%	1.7%	2.5%	11	0.9%	1.7%	2.5%
Sex:								
Female	535	45.8%	49.0%	48.8%	535	45.8%	49.0%	48.8%
Male	633	54.2%	51.0%	51.2%	634	54.2%	51.0%	51.2%
Economically Disadvantaged	1,079	92.4%	84.1%	60.3%	1,080	92.4%	84.0%	60.2%
Non-Educationally Disadvantaged	89	7.6%	15.9%	39.7%	89	7.6%	16.0%	39.8%
Section 504 Students	39	3.3%	5.6%	6.9%	39	3.3%	5.6%	6.9%
English Learners (EL)	432	37.0%	34.2%	20.3%	432	37.0%	34.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	33	2.4%	0.9%	1.5%				
Students w/ Dyslexia	18	1.5%	3.2%	4.1%	18	1.5%	3.2%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	24	2.1%	2.1%	1.4%	24	2.1%	2.1%	1.4%
Immigrant	49	4.2%	3.0%	2.3%	49	4.2%	3.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1,168	100.0%	97.0%	65.1%	1,169	100.0%	97.0%	65.1%
Military Connected	8	0.7%	1.0%	1.9%	8	0.7%	1.0%	1.9%

At-Risk	929	79.5%	65.0%	50.6%	930	79.6%	64.9%	50.5%

ADA 1st semester:



Average Daily Attendance

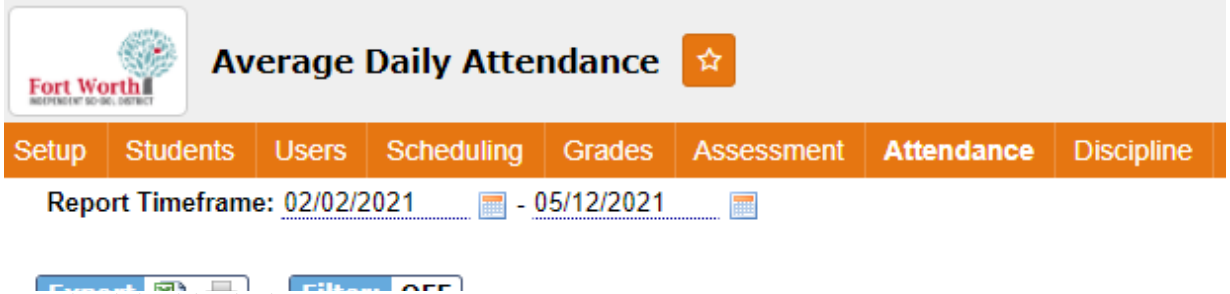
Setup | Students | Users | Scheduling | Grades | Assessment | **Attendance** | Discipline

Report Timeframe: 09/08/2020 - 02/01/2021

Export | Filter: OFF

Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day
10th	380.56	85	26060	6288	80.56%	306.59	73.98
11th	269.48	85	19975	2931	87.2%	235	34.48
12th	245.93	85	19356	1548	92.59%	227.72	18.21
8th	11.19	85	944	7	99.26%	11.11	0.08
9th	402.86	85	28112	6131	82.1%	330.73	72.13
Total	**1310.02**	**85**	**94447**	**16905**	**84.82%**	**1111.14**	**198.88**

Second Semester ADA through 5/12/2021



Average Daily Attendance

Setup | Students | Users | Scheduling | Grades | Assessment | **Attendance** | Discipline

Report Timeframe: 02/02/2021 - 05/12/2021

Export Filter: OFF

Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day
10th	373.54	57	17201	4091	80.79%	301.77	71.77
11th	255.37	57	12471	2085	85.68%	218.79	36.58
12th	242.58	57	12791	1036	92.51%	224.4	18.18
8th	14	57	792	6	99.25%	13.89	0.11
9th	411.65	57	18961	4503	80.81%	332.65	79
Total	**1297.14**	**57**	**62216**	**11721**	**84.15%**	**1091.51**	**205.63**

Demographics Strengths

1. System for Attendance Recovery
2. Diverse student population
3. At the time data was processed on 6/1/2021, Special Education students made single digit gains at the Masters Level in Science and English 2. At the Meets level, single digit gains were made in English 1 and double-digit gains in English 2. Double-digit gains were also made at the Approaches level. Hispanic students made gains in English 1 at the Meets level. African American students made gains in English 2 at the Approaches level. Economically Disadvantaged students made gains in English 2 at the Meets level. English Learners made gains in English 2 at Approaches and Meets levels.

Problem Statements Identifying Demographics Needs

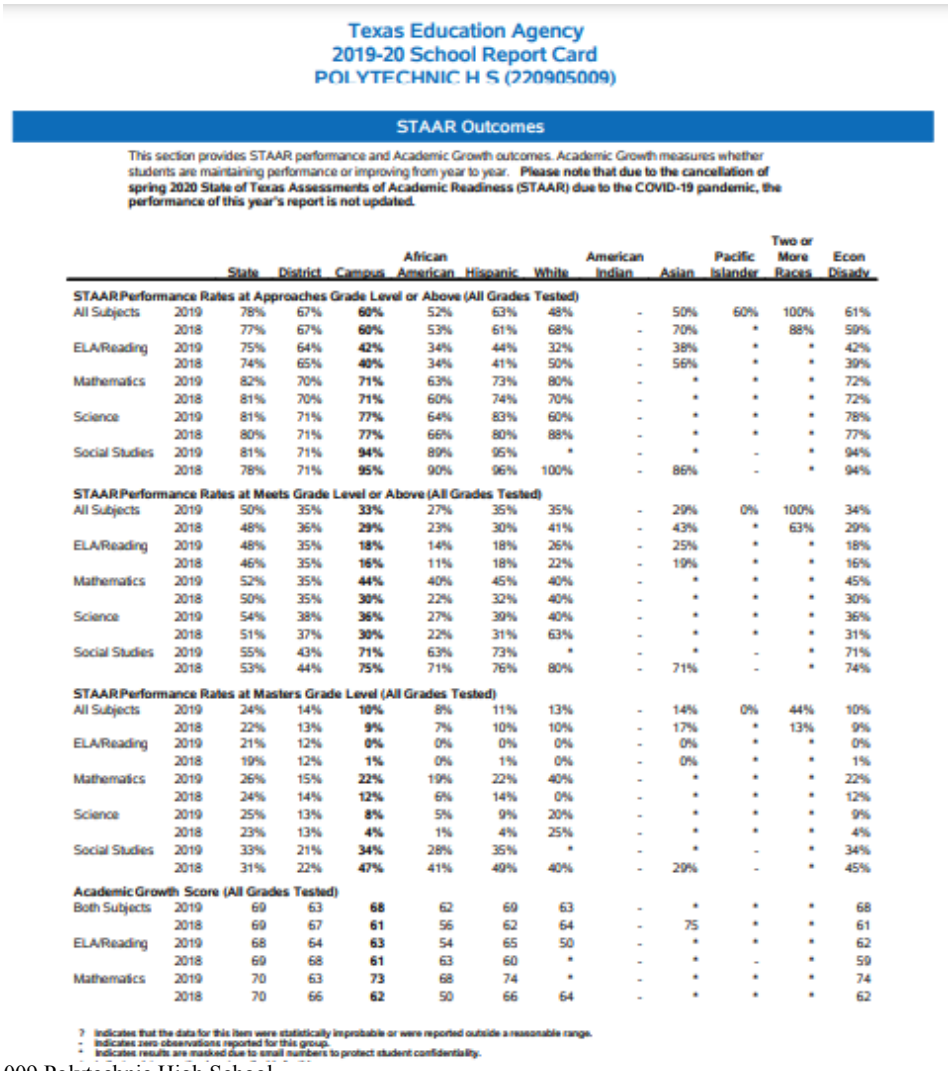
Problem Statement 1 (Prioritized): Although many students have participated in Attendance Recovery, when comparing daily attendance across grades levels, underclassmen are attending class less frequently than upper class men. **Root Cause:** * Underclassmen are new to the state laws and regulations do not understand the requirements. * Implementation of COVID 19 protocols has further exasperated the decline in student attendance.

Student Learning

Student Learning Summary

In 2018-2019, the last time TEA provide a School Report Card, Polytechnic HS was rated an overall score of 76 indicating a C campus. In Student Achievement, the score was a 69 (D); School Progress a 78 (C); and Closing the Gaps a 70 (C). Distinctions in Mathematics and Science were recieved.

The campus growth at the approaches level is stagnant. However, the campus is demonstrating growth at Grade Level or above for ELA/Reading, Math and Science. from the 2018-2019 school years, ELA/Reading and Mathematics showed growth.



Texas Education Agency
2019-20 School Report Card
POLYTECHNIC H S (220905009)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	67%	**60%**	52%	63%	48%	-	50%	60%	100%	61%
	2018	77%	67%	**60%**	53%	61%	68%	-	70%	*	88%	59%
ELA/Reading	2019	75%	64%	**42%**	34%	44%	32%	-	38%	*	*	42%
	2018	74%	65%	**40%**	34%	41%	50%	-	56%	*	*	39%
Mathematics	2019	82%	70%	**71%**	63%	73%	80%	-	*	*	*	72%
	2018	81%	70%	**71%**	60%	74%	70%	-	*	*	*	72%
Science	2019	81%	71%	**77%**	64%	83%	60%	-	*	*	*	78%
	2018	80%	71%	**77%**	66%	80%	88%	-	*	*	*	77%
Social Studies	2019	81%	71%	**94%**	89%	95%	*	-	*	-	*	94%
	2018	78%	71%	**95%**	90%	96%	100%	-	86%	-	*	94%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	35%	**33%**	27%	35%	35%	-	29%	0%	100%	34%
	2018	48%	36%	**29%**	23%	30%	41%	-	43%	*	63%	29%
ELA/Reading	2019	48%	35%	**18%**	14%	18%	26%	-	25%	*	*	18%
	2018	46%	35%	**16%**	11%	18%	22%	-	19%	*	*	16%
Mathematics	2019	52%	35%	**44%**	40%	45%	40%	-	*	*	*	45%
	2018	50%	35%	**30%**	22%	32%	40%	-	*	*	*	30%
Science	2019	54%	38%	**36%**	27%	39%	40%	-	*	*	*	36%
	2018	51%	37%	**30%**	22%	31%	63%	-	*	*	*	31%
Social Studies	2019	55%	43%	**71%**	63%	73%	*	-	*	-	*	71%
	2018	53%	44%	**75%**	71%	76%	80%	-	71%	-	*	74%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	14%	**10%**	8%	11%	13%	-	14%	0%	44%	10%
	2018	22%	13%	**9%**	7%	10%	10%	-	17%	*	13%	9%
ELA/Reading	2019	21%	12%	**0%**	0%	0%	0%	-	0%	*	*	0%
	2018	19%	12%	**1%**	0%	1%	0%	-	0%	*	*	1%
Mathematics	2019	26%	15%	**22%**	19%	22%	40%	-	*	*	*	22%
	2018	24%	14%	**12%**	6%	14%	0%	-	*	*	*	12%
Science	2019	25%	13%	**8%**	5%	9%	20%	-	*	*	*	9%
	2018	23%	13%	**4%**	1%	4%	25%	-	*	*	*	4%
Social Studies	2019	33%	21%	**34%**	28%	35%	*	-	*	-	*	34%
	2018	31%	22%	**47%**	41%	49%	40%	-	29%	-	*	45%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	63	**68**	62	69	63	-	*	*	*	68
	2018	69	67	**61**	56	62	64	-	75	*	*	61
ELA/Reading	2019	68	64	**63**	54	65	50	-	*	*	*	62
	2018	69	68	**61**	63	60	*	-	*	-	*	59
Mathematics	2019	70	63	**73**	68	74	*	-	*	*	*	74
	2018	70	66	**62**	50	66	64	-	*	*	*	62

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.

Fort Worth Independent School District

2021 STAAR EOC Spring Administration **Updated as of 6/1/2021**

All Testers **DATA NOT COMPLETE**

009 - Polytechnic HS				Number Tested		% Approaches Grade Level			% Meets Grade Level			% Masters Grade Level		
Test Subject	**Grade**	**Language**	**Student Group**	**2019**	**2021**	**2019**	**2021**	**Diff**	**2019**	**2021**	**Diff**	**2019**	**2021**	**Diff**
Science	BI	E	All Students	318	440	76	50	-26	39	18	-21	9	4	-5
			Hispanic	216	342	81	53	-28	43	21	-22	10	5	-5
			Asian	3	4									
			African American	89	78	64	40	-24	28	5	-23	4	0	-4
			Pacific Islander	1	1									
			White	7	10	71	50	-21	43	20	-23	14	0	-14
			Two Or More	2	5		20			0			0	
			ED	304	420	77	50	-27	39	18	-21	9	4	-5
			EL	135	242	70	40	-30	21	10	-11	3	1	-2
			SE	24	33	33	24	-9	8	9	1	4	9	5

009 - Polytechnic HS				Number Tested		% Approaches Grade Level			% Meets Grade Level			% Masters Grade Level		
Test Subject	**Grade**	**Language**	**Student Group**	**2019**	**2021**	**2019**	**2021**	**Diff**	**2019**	**2021**	**Diff**	**2019**	**2021**	**Diff**

009 - Polytechnic HS				Number Tested		% Approaches Grade Level			% Meets Grade Level			% Masters Grade Level		
			All Students	508	434	34	27	-7	16	13	-3	0	0	0
			Hispanic	357	339	36	29	-7	15	14	-1	0	0	0
			Asian	3	7		43			43			0	
			African American	132	74	29	16	-13	14	5	-9	1	0	-1
			Pacific Islander	2	1									
	E1	E	White	12	8	25	25	0	25	13	-12	0	0	0
			Two Or More	2	4									
			ED	479	418	34	26	-8	16	12	-4	0	0	0
			EL	247	261	19	16	-3	6	6	0	0	0	0
			SE	59	44	7	7	0	3	7	4	2	0	-2
			All Students	432	411	40	39	-1	20	26	6	0	1	1
			Hispanic	327	321	44	41	-3	23	29	6	1	2	1
			Asian	4	1									
			African American	88	81	26	32	6	11	12	1	0	0	0
			Pacific Islander	1										
Reading/ELA	E2	E	White	11	6	18	33	15	18	17	-1	0	0	0
			Two Or More	1	2									
			ED	406	386	40	39	-1	21	25	4	0	1	1
			EL	182	198	19	23	4	5	12	7	0	1	1
			SE	34	36	12	25	13	6	19	13	3	6	3
			All Students	722	801	48	34	-14	23	20	-3	1	1	0
			Hispanic	528	629	51	36	-15	24	22	-2	1	1	0
			Asian	6	8	50	50	0	50	50	0	0	0	0
			African American	168	143	36	27	-9	17	10	-7	1	0	-1
			Pacific Islander	2	1									
	All	All	White	15	13	33	31	-2	33	15	-18	0	0	0
			Two Or More	3	6		17			0			0	
			ED	683	762	48	34	-14	24	20	-4	0	1	1
			EL	293	432	28	21	-7	9	9	0	0	0	0
			SE	71	79	11	15	4	6	13	7	3	3	0

Student Learning Strengths

At the time data was processed on 6/1/2021, Special Education students made single digit gains at the Masters Level in Science and English 2. At the Meets level, single digit gains were made in English 1 and double-digit gains in English 2. Double-digit gains were also made at the Approaches level. Hispanic students made gains in English 1 at the Meets level. African American students made gains in English 2 at the Approaches level. Economically

Disadvantaged students made gains in English 2 at the Meets level. English Learners made gains in English 2 at Approaches and Meets levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Build teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Additionally, provide support for using data housing programs for all sub populations. **Root Cause:** * New teacher academy is not implemented for year 1 & 2 teachers * Data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 2: Student performance has digressed from the 2019-2020 to the 2020-2021 school years **Root Cause:** Effects of COVID-19 and implementation of protocols have resulted in less than 11% of students engaging in in-person instruction

Problem Statement 3: For a variety of reasons, the turnover rate at the end of the 2020-2021 school year is over 30% **Root Cause:** Although systems are built for teacher collaboration and natural mentor ships, the impact of COVID-19 and implemented strategies have made it difficult to maintain systems.

Problem Statement 4 (Prioritized): Although many students have participated in Attendance Recovery, when comparing daily attendance across grades levels, underclassmen are attending class less frequently than upper class men. **Root Cause:** * Underclassmen are new to the state laws and regulations do not understand the requirements. * Implementation of COVID 19 protocols has further exasperated the decline in student attendance.

School Processes & Programs

School Processes & Programs Summary

Campus has a 1:1 ratio for students with technology

PD - Given to teachers on a needs bases as determined from data that is gathered during campus learning walks, classroom observations, PLC's

Leadership is developed through distributive leadership

Instruction and reteach is derived off of data

CCMR - Initial scheduling students in programs and courses. Intentionality of course scheduling to ensure students obtain college credit.

CCMR Enrollment by grade

12th grade - 77:238 (32/4%); 11st grade - 34:257 (13.2%); 10th grade - 8:369 (2.2%); 9th grade - 0:413 (0%)

ESF 4.1

Actions to support powerful teaching and learning - Engagement team was established to help support staff's understanding of technology and engagement strategies.

Alignment is monitored through learning walks and classroom observations.

ESF 5.1

Data driven instruction is inconsistently implemented across the campus. Formative assessments are implemented in daily lessons in a variety of ways throughout the campus such as quick write, DOL's and after chunks of learning by questioning techniques. Intervention programs and in the development stages and need to be developed. Additionally, a tutoring program was developed for the campus and needs to be implemented.

Core subjects and given a PLC to plan together.

Campus Needs:

Staff Quality/Professional Development

Teachers will implement identified effective evidence of each of the two practices: standards alignment and formative assessment and feedback.

The Instructional leadership Team will implement data-driven instructional practices and the six steps of effective feedback.

Improve instructional strategies and strengthen the inclusion/co-teacher model.

Specifically for new teachers, provide support in understanding concepts/processes for: IEP's, 504's, access data in Eduphoria, Aware, Focus, breaking down TEKS/student standards, ELP's, PLD,TELPAS and other testing components.

Personnel - Policy and Procedures

Develop intentional strategies for retention and recruitment of teachers. 32% of the staff will be leaving Polytechnic for a variety of reasons.

Improve and increase ways to celebrate students, faculty and staff

Programs and Opportunities for Students

Implement SST within each grade level to focus on high risk students in the areas of: attendance, grades and discipline

Recruitment for CCMR program

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: FORT WORTH ISD
Campus Name: POLYTECHNIC H S
Campus Number: 220905009

Total Students: 1,168
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	112.2	100.0%	100.0%	100.0%
Professional Staff:	105.5	94.0%	69.4%	63.7%
Teachers	80.7	71.9%	51.3%	49.4%
Professional Support	19.8	17.7%	14.7%	10.2%
Campus Administration (School Leadership)	5.0	4.5%	2.9%	3.0%
Educational Aides:	6.7	6.0%	7.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	111.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	5.0	n/a	225.0	12,901.0
Part-time	1.0	n/a	17.0	1,103.0
Total Minority Staff:	52.5	46.8%	59.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	16.3	20.2%	21.4%	10.8%
Hispanic	12.5	15.4%	23.6%	28.1%
White	47.7	59.2%	52.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.2	3.9%	1.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.2%	0.4%	1.1%
Males	45.0	55.8%	27.7%	23.8%
Females	35.7	44.2%	72.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	2.4%	0.8%	1.3%
Bachelors	54.6	67.7%	68.8%	73.4%
Masters	22.1	27.4%	29.1%	24.5%
Doctorate	2.0	2.5%	1.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.6	10.6%	6.1%	7.4%

1-5 Years Experience	25.4	31.5%	30.4%	27.9%
6-10 Years Experience	13.6	16.8%	17.9%	19.4%
11-20 Years Experience	18.2	22.6%	30.3%	29.4%
Over 20 Years Experience	14.9	18.5%	15.4%	15.9%
Number of Students per Teacher	14.5	n/a	14.9	15.1

School Processes & Programs Strengths

Campus utilizes distributive leadership.

Instructional staff receives needs based professional development and attend PLC's.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For a variety of reasons, the turnover rate at the end of the 2020-2021 school year is over 30% **Root Cause:** Although systems are built for teacher collaboration and natural mentor ships, the impact of COVID-19 and implemented strategies have made it difficult to maintain systems.

Problem Statement 2 (Prioritized): Although many students have participated in Attendance Recovery, when comparing daily attendance across grades levels, underclassmen are attending class less frequently than upper class men. **Root Cause:** * Underclassmen are new to the state laws and regulations do not understand the requirements. * Implementation of COVID 19 protocols has further exasperated the decline in student attendance.

Problem Statement 3 (Prioritized): Build teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Additionally, provide support for using data housing programs for all sub populations. **Root Cause:** * New teacher academy is not implemented for year 1 & 2 teachers * Data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 4: Student performance has digressed from the 2019-2020 to the 2020-2021 school years **Root Cause:** Effects of COVID-19 and implementation of protocols have resulted in less than 11% of students engaging in in-person instruction

Problem Statement 5: Between the 2019-2020 and 2020-2021 school year, there was an approximate 15% point increase in teachers resigning from Polytechnic. Due to the resignations, it creates a high need to recruit highly qualified candidates to replace the staff. **Root Cause:** There are many contributing factors to this increase. Teachers are leaving because of lack of support and structure. 1. leaving the educational industry 2. moving closer to home 3. leaving FWISD for another district

Perceptions

Perceptions Summary

Enrollment

2020-2021

	Female Number	Female Percent	Male Number	Male Percent
All Students	669	100	812	100
Hispanic	487	73	623	77
AA	159	24	153	19
White	12	2	19	2
Two or More	4	1	8	1
Pacific Islander	2	0	1	0
Asian	5	1	8	1
SPED	50	7	107	13
LEP	261	39	370	46
ED	628	94	738	91

2019-2020

	Female Number	Female Percent	Male Number	Male Percent
All students				
Hispanic				
AA				
White				
Two or More				
Pacific Islander				
Asian				
SPED				
LEP				
ED				

Attendance Comparison- 1st Semester

Polytechnic Campus	2020-2021	2019-2020
All	82.92%	93.59%
Hispanic	83.2%	94.06%
AA	81.67%	92.12%
White	83.05%	91.02%
Two or More	79.64%	95.56%
Other	87.39%	95.42%
LEP	83.25%	94.48%
SE	80.56%	91.7%
LEP Not Served	77.56%	93.68%

9th grade	2020-2021	2019-2020
All	79.63%	92.12%
Hispanic	80.29%	93.15%
AA	75.52%	89.06%
White	81.82%	91.62%
2 or more	80.56%	94.65%
Other	87.41%	91.53%
LEP	80.91%	94.06%
SE	72.4%	94.11%
LEP not served	59.9%	94.42%

10th Grade	2020-2021	2019-2020
All	78.67%	93.38%
Hispanic	79.18%	93.77%
AA	76.74%	92.36%
White	78.76%	89.17%
Two or More	87.67%	94.58%
Other	67.1%	95.95%

10th Grade	2020-2021	2019-2020
LEP	80.45%	94.28%
SE	77.6%	87.14%
LEP Not Served	89.38%	88.34%

11th Grade	2020-2021	2019-2020
All	86.32%	94.8%
Hispanic	86.11%	95.27%
AA	86.84%	93.83%
White	79.11%	90.51%
Two or More	100%	93.98%
Other	91.3%	98.39%
LEP	86.63%	94.97%
SE	89.38%	93.37%
LEP Not Served	95.29%	93.5%

12th Grade	2020-2021	2019-2020
All	91.21%	94.63%
Hispanic	91.35%	94.39%
AA	91.83%	95.6%
White	91.24%	94.1%
Two or More	28.24%	99.4%
Other	93.52%	95.18%
LEP	90.93%	95.16%
SE	89.71%	94.17%
LEP Not Served	70.59%	98.8%

-

Discipline

2020-2021 Discipline Report - Thrid Six Weeks

000-FWISD

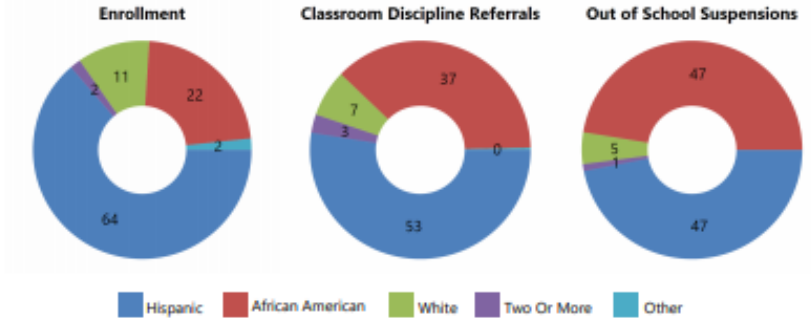
Secondary

Gender - Ethnicity Referrals and Out of School Suspensions

	Enrollment*				Unduplicated Count of Students Referred				Duplicate Incident Referrals				Unduplicated Students Receiving OSS				Duplicate OSS Events			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Students	21991	100	22989	100	158	100	326	100	186	100	431	100	56	100	112	100	59	100	133	100
Hispanic	14025	64	14617	64	78	49	180	55	89	48	235	55	18	32	61	54	19	32	71	53
African American	4912	22	5108	22	62	39	116	36	75	40	156	36	32	57	47	42	34	58	57	43
White	2353	11	2476	11	13	8	22	7	13	7	30	7	5	9	3	3	5	8	4	3
Two or More	335	2	393	2	3	2	8	2	7	4	10	2	1	2	1	1	1	2	1	1
Pacific Islander	19	0	17	0																
Native American	17	0	31	0																
Asian	329	2	343	1	2	1	0	0	2	1	0	0								
SPED	1496	7	2968	13	9	6	27	8	13	7	38	9	4	7	10	9	4	7	14	11
LEP	6533	30	7257	32	48	30	111	34	53	28	151	35	13	23	40	36	13	22	49	37
ED	18253	83	18889	82	143	91	303	93	168	90	404	94	50	89	109	97	53	90	130	98

Referrals and Out of School Suspensions

	Unduplicated Students Referred		Duplicate Referrals		Unduplicated Students Suspended		Duplicate OSS Events	
Grade Level	N	%	N	%	N	%	N	%
06	147	30	194	31	56	33	66	34
07	122	25	154	25	48	29	52	27
08	114	24	157	25	41	24	50	26
09	34	7	39	6	8	5	9	5
10	28	6	32	5	5	3	5	3
11	24	5	26	4	7	4	7	4
12	15	3	15	2	3	2	3	2
All	484	100	617	100	168	100	192	100



* Includes active and inactive students; count may be higher than current enrollment.
Sources: Student Information System

2020-2021 Discipline Report - Thrid Six Weeks

009-Polytechnic HS

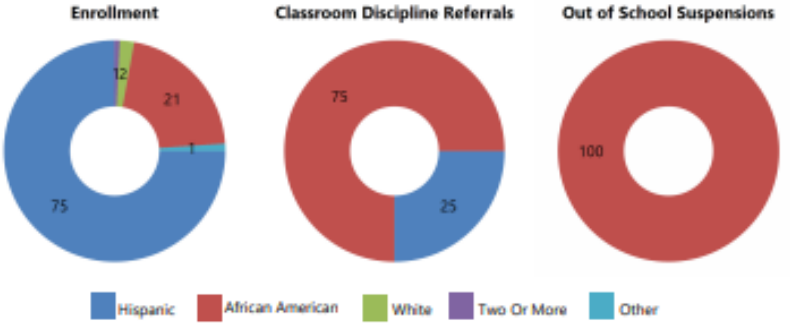
Secondary

Gender - Ethnicity Referrals and Out of School Suspensions

	Enrollment*				Unduplicated Count of Students Referred				Duplicate Incident Referrals				Unduplicated Students Receiving OSS				Duplicate OSS Events			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Students	669	100	812	100	0	0	4	100	0	0	4	100	0	0	1	100	0	0	1	100
Hispanic	487	73	623	77	0	0	1	25	0	0	1	25								
African American	159	24	153	19	0	0	3	75	0	0	3	75	0	0	1	100	0	0	1	100
White	12	2	19	2																
Two or More	4	1	8	1																
Pacific Islander	2	0	1	0																
Asian	5	1	8	1																
SPED	50	7	107	13	0	0	1	25	0	0	1	25	0	0	1	100	0	0	1	100
LEP	261	39	370	46	0	0	1	25	0	0	1	25								
ED	628	94	738	91	0	0	3	75	0	0	3	75	0	0	1	100	0	0	1	100

Referrals and Out of School Suspensions

	Unduplicated Students Referred		Duplicate Referrals		Unduplicated Students Suspended		Duplicate OSS Events	
Grade Level	N	%	N	%	N	%	N	%
10	2	50	2	50				
12	2	50	2	50	1	100	1	100
All	4	100	4	100	1	100	1	100



* Includes active and inactive students; count may be higher than current enrollment.
Sources: Student Information System

Fort Worth Independent School District
2019-2020 Discipline Report - Third Six Weeks

000-FWISD

Secondary

Gender - Ethnicity Referrals and Out of School Suspensions

	Enrollment*				Unduplicated Count of Students Referred				Duplicate Incident Referrals				Unduplicated Students Receiving OSS				Duplicate OSS Events			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Students	22632	100	23787	100	1669	100	3087	100	2598	100	5632	100	531	100	1079	100	639	100	1421	100
Hispanic	14233	63	14964	63	770	46	1658	54	1146	44	2824	50	229	43	503	47	260	41	632	44

Fort Worth Independent School District
2019-2020 Discipline Report - Third Six Weeks

009-Polytechnic HS

Secondary

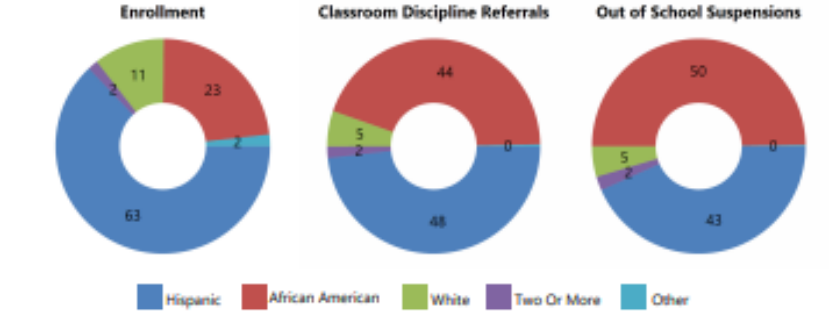
Gender - Ethnicity Referrals and Out of School Suspensions

	Enrollment*				Unduplicated Count of Students Referred				Duplicate Incident Referrals				Unduplicated Students Receiving OSS				Duplicate OSS Events			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Students	657	100	754	100	50	100	93	100	74	100	149	100	10	100	30	100	16	100	37	100

White	2409	11	2556	11	83	5	195	6	116	4	325	6	16	3	50	5	24	4	71	5
Two or More	338	2	381	2	27	2	59	2	46	2	96	2	10	2	25	2	10	2	33	2
Pacific Islander	21	0	18	0																
Native American	16	0	26	0	2	0	2	0	2	0	3	0								
Asian	364	2	373	2	6	0	8	0	8	0	10	0	2	0	2	0	2	0	2	0
SPED	1450	12	2901	12	148	9	459	15	250	10	905	16	47	9	186	17	57	9	265	19
LEP	6212	30	7121	30	418	25	968	31	600	23	1628	29	124	23	299	28	139	22	377	27
ED	18614	81	19263	81	1470	88	2670	86	2287	88	4919	87	473	89	935	87	564	88	1240	87

Referrals and Out of School Suspensions

	Unduplicated Students Referred		Duplicate Referrals		Unduplicated Students Suspended		Duplicate OSS Events	
Grade Level	N	%	N	%	N	%	N	%
06	849	18	1615	20	295	18	374	18
07	997	21	1875	23	357	22	492	24
08	941	20	1692	21	402	25	536	26
09	954	20	1663	20	288	18	347	17
10	507	11	742	9	129	8	157	8
11	320	7	406	5	94	6	103	5
12	188	4	237	3	45	3	51	2
All	4756	100	8230	100	1610	100	2060	100

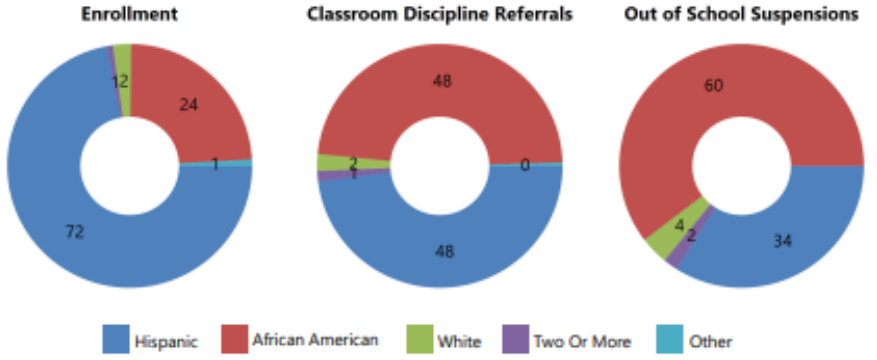


* Includes active and inactive students; count may be higher than current enrollment.
Sources: Student Information System

Hispanic	455	74	561	74	24	48	53	57	31	42	76	51	3	30	13	43	3	19	15	41
African American	174	22	164	22	24	48	37	40	40	54	67	45	7	70	15	50	13	81	19	51
White	16	2	18	2	1	2	1	1	2	3	3	2	0	0	1	3	0	0	2	5
Two or More	5	1	6	1	0	0	2	2	0	0	3	2	0	0	1	3	0	0	1	3
Pacific Islander	1	0	1	0																
Asian	6	1	4	1	1	2	0	0	1	1	0	0								
SPED	52	12	88	12	5	10	12	13	12	16	26	17	3	30	6	20	3	19	8	22
LEP	227	40	302	40	18	36	36	39	25	34	53	36	2	20	9	30	4	25	10	27
ED	602	89	673	89	46	92	84	90	67	91	137	92	10	100	28	93	16	100	35	95

Referrals and Out of School Suspensions

	Unduplicated Students Referred		Duplicate Referrals		Unduplicated Students Suspended		Duplicate OSS Events	
Grade Level	N	%	N	%	N	%	N	%
09	88	62	132	59	24	60	32	60
10	30	21	49	22	7	18	11	21
11	10	7	17	8	4	10	4	8
12	15	10	25	11	5	13	6	11
All	143	100	223	100	40	100	53	100



Strategies for defusing situations - incorporate restorative practices/restroative discipline techniques,

District Name: FORT WORTH ISD

Campus Name: POLYTECHNIC H S

Campus Number: 220905009

Texas Education Agency

Texas Academic Performance Report

2019-20 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Tw I R
Attendance Rate										

Attendance Rate										
2018-19	95.4%	95.1%	91.8%	89.2%	92.6%	90.7%	-	97.0%	*	9
2017-18	95.4%	94.5%	90.9%	87.8%	92.0%	87.5%	-	93.7%	*	8
Annual Dropout Rate (Gr 7-8)										
2018-19	0.4%	1.5%	-	-	-	-	-	-	-	
2017-18	0.4%	1.4%	-	-	-	-	-	-	-	
Annual Dropout Rate (Gr 9-12)										
2018-19	1.9%	3.0%	3.9%	5.9%	3.4%	0.0%	-	0.0%	*	
2017-18	1.9%	2.9%	3.5%	6.0%	2.5%	5.7%	-	0.0%	*	1

District Name: FORT WORTH ISD

Campus Name: POLYTECHNIC H S

Campus Number: 220905009

Texas Education Agency

Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	
2018-19 Annual Graduates				
Total Graduates	232	100.0%	4,455	3
By Ethnicity:				
African American	47	20.3%	880	
Hispanic	175	75.4%	2,870	
White	5	2.2%	531	
American Indian	0	0.0%	9	
Asian	4	1.7%	104	
Pacific Islander	0	0.0%	2	
Two or More Races	1	0.4%	59	
By Graduation Type:				
Minimum H.S. Program	1	0.4%	35	
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	
Foundation H.S. Program (No Endorsement)	11	4.7%	316	
Foundation H.S. Program (Endorsement)	5	2.2%	182	
Foundation H.S. Program (DLA)	215	92.7%	3,922	2
Special Education Graduates	10	4.3%	305	
Economically Disadvantaged Graduates	219	94.4%	3,631	
LEP Graduates	36	15.5%	444	
At-Risk Graduates	149	64.2%	2,213	

Staff Engagement

Staff turn over - over 37% 2020-21, 22% 2019-20

Staff Absences

Parent/Guardian/Community Engagement

Level of support from commuinity - Polytechnic is attempting to form a PTA to increase community involvement

Climate results for students had a noticable increase in the areas of safety, emotional safety and physical safely. Staff alse felt as though bullying was also increasing.

Climate survey for parents in the areas of engagement, environment and safety had a slight increase from the previous school year.

Barriers that prevent community participation

Summary of Needs:

School Culture and Climate:

Increase student and teacher attendance rates

Develop a targeted program for retaining and recruiting teachers

Perceptions Strengths

Climate survey for parents in the areas of engagement, environment and safety had a slight increase from the previous school year.

Enrollment for the campus is on an upward trajectory

Referrals decreased from 2019-2020 to 2020-2021

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Between the 2019-2020 and 2020-2021 school year, there was an approximate 15% point increase in teachers resigning from Polytechnic. Due to the resignations, it creates a high need to recruit highly qualified candidates to replace the staff. **Root Cause:** There are many contributing factors to this increase. Teachers are leaving because of lack of support and structure. 1. leaving the educational industry 2. moving closer to home 3. leaving FWISD for another district

Problem Statement 2: For a variety of reasons, the turnover rate at the end of the 2020-2021 school year is over 30% **Root Cause:** Although systems are built for teacher collaboration and natural mentor ships, the impact of COVID-19 and implemented strategies have made it difficult to maintain systems.

Priority Problem Statements

Problem Statement 1: Build teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Additionally, provide support for using data housing programs for all sub populations.

Root Cause 1: * New teacher academy is not implemented for year 1 & 2 teachers * Data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Although many students have participated in Attendance Recovery, when comparing daily attendance across grades levels, underclassmen are attending class less frequently than upper class men.

Root Cause 2: * Underclassmen are new to the state laws and regulations do not understand the requirements. * Implementation of COVID 19 protocols has further exasperated the decline in student attendance.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Local benchmark or common assessments data
- Observation Survey results
- 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 progress
- 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 progress
- 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, progress, and participation data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 16% to 20% by May 2022.
Increase the percentage of African American students from .8% to 3% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of our lessons and assessments will be aligned to the Standards. We will conduct monthly PD that focuses on teaching strategies for EL students and new language learners. 90% of PLC and PD will focus on equity among all students. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Based on the PD activity, funding will be used to cover expenses incurred **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title I (211) - 211-13-6399-04N-009-30-510-000000-22F10 - $2,000, - Title I (211) - 211-13-6329-04N-009-30-510-000000-22F10 - $600, - Title I (211) - 211-11-6112-0PD-009-30-510-000000-22F10 - $2,000, - Title I (211) - 211-11-6116-0PD-009-30-510-000000-22F10 - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 13% to 17% by May 2022. Increase the percentage of African American students from 6% to 14% by May 2022.

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faulty and students are obtaining, training for and administering local, district, state and national assessments. Assist with data collection, disaggregation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, state and national assessment will improve by a 5% points. **Staff Responsible for Monitoring:** Administrators, Instructional coaches and ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Decrease class sizes and increase the percentage of students at the Meets level by hiring two Title 1 teachers. **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title 1 ELAR Teacher - Title I (211) - 211-11-6119-04N-009-30-510-000000-22F10 - $58,000, Title 1 Reading Teacher - Title I (211) - 211-11-6119-04N-009-30-510-000000-22F10 - $58,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 20% to 23% by May 2022.

Increase the percentage of African American students from 13% to 16% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faulty and students are obtaining, training for and administering local, district, state and national assessments. Assist with data collection, disaggragation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, state and national assessment will improve by a 5% points. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 10% to 12% by May 2022.

Increase the percentage of African American students from 5% to 9% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faulty and students are obtaining, training for and administering local, district, state and national assessments. Assist with data collection, disaggragation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, state and national assessment will improve by a 5% points. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Decrease class sizes and increase the percentage of students at the Meets level by hiring two Title 1 Math teachers. **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title 1 Math Teacher - Title I (211) - 211-11-6119-04N-009-30-510-000000-22F10 - $58,000, Title 1 Math Teacher - Title I (211) - 211-11-6119-04N-009-30-510-000000-22F10 - $58,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Early Math
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 5% to 7% by May 2022. And the percentage of African American students from 3% to 9% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the percentage of students at the meets level by maintaining an Assessment/Data Analyst in order to assist with DDI strategies, training, for and administering local, District and State assessments. Assist with data collections, disaggregation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Assessment/Data Analyst - Title I (211) - 211-13-6119-04N-009-30-510-000000-22F10 - $82,270				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 33% to 40% by May 2022. Increase the percentage of African American students from 16% to 37%% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Monitor industry based certification exams, establish testing cycles for industry based certification exam, track each student on track earn industry based certification.

Seniors who have not received CCMR credit will be enrolled in College Bridge English and College Bridge for Math.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Aggressive recruitment (including at feeder middle schools) through face to face visits, social and print media; exposing students to real world and hands on experiences; associated travel, resources, materials and supplies, etc. **Strategy's Expected Result/Impact:** By June 2022, increase the Military Readiness portion of CCMR rating by 1% as evident by the number of students interested in joining the military through participating in the ASVAB exam or by joining the military after graduation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify students through various assessment data points; increase performance on TSI through various enrichment activities. **Strategy's Expected Result/Impact:** By June 2022 improve the College readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on all exams and courses offered. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, teachers, data analyst **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 12.5% to 18% by May 2022. A Increase the percentage of African American students from 2.9% to 17% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the percentage of students at the meets level by maintaining an Assessment/Data Analyst in order to assist with DDI strategies, training, for and administering local, District and State assessments. Assist with data collections, disaggregation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 17% to 25% by May 2022.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7.3% to 21% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the percentage of students at the meets level by maintaining an Assessment/Data Analyst in order to assist with DDI strategies, training, for and administering local, District and State assessments. Assist with data collections, disaggregation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 10.6% to 12% by May 2022.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.3% to 5.5% by May 2022.

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify students through various assessment data points; increase performance on TSI through various enrichment activities. **Strategy's Expected Result/Impact:** By June 2022 improve the College readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on all exams and courses offered. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, teachers, data analysis **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 44.5% to 22% by May 2022. Decrease the number and percentage of African American students from 45.4% to 23% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Attendance will be monitored through Focus by ADA, cumulative attendance over semester and reporting and tracking for individual students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide extended learning opportunities where students can make up attendance hours and improve their class grades. **Strategy's Expected Result/Impact:** By the end of the semesters, students will have the attendance hours required and grades required to receive credit for their classes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, attendance clerk **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 52.8% to 65% by May 2022.
Increase the positive response by African American students from 52.8% to 65Y% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Evaluate parent contact responses from other forms of communication such as Remind, Blackboard and phone calls. Monitor parent visits for satisfaction with encounter with staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan for and hold family/community informational meetings to help improve partnerships and student achievement; parent/guardian open house twice a year (Spring an Fall); monthly/bi-monthly parent and community outreach meetings; provide light snacks for meetings; purchase supplies and materials; provide extra duty pay for teachers to facilitate parent workshops. **Strategy's Expected Result/Impact:** June 2022, increase parent/guardian outreaches by providing at least 6 opportunities for parents/guardians to participate in school sponsored activities/events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, Students Support Services, External Stakeholder, Other, Data Analyst **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 2.4% to 1.25% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Monitor referrals, suspensions, trends in discipline

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with community partners to strengthen students social/emotional capacity. Partnerships include but are not limited to Girls Inc., MBK, MSK and Helping Hands **Strategy's Expected Result/Impact:** With the collaboration of the partnerships, students will learn to self regulate and deescalate situations which in turn will result in lower suspensions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 82.7% to 87% by May 2022. Increase the positive perception of parents of African American students from 2.4% to 7 % by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Evaluate parent contact responses from other forms of communication such as Remind, Blackboard and phone calls. Monitor parent visits for satisfaction with encounter with staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase family and community engagement activities by maintaining a Family Community Outreach Specialist to assist in the planning and coordinating of family and community events **Strategy's Expected Result/Impact:** By June 2022, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events **Staff Responsible for Monitoring:** Administration and ILT **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title I (211) - 211-61-6499-04L-009-30-510-000000-22F10 - $3,000, Family Community Outreach Specialist - Title I (211) - 211-61-6119-04L-009-30-510-000000-22F10 - $35,261, - Title I (211) - 211-61-6399-04L-009-30-510-000000-22F10 - $4,140				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan for and hold family/community informational meetings to help improve partnerships and student achievement; parent/guardian open house twice a year (Spring an Fall); monthly/bi-monthly parent and community outreach meetings; provide light snacks for meetings; purchase supplies and materials; provide extra duty pay for teachers to facilitate parent workshops. **Strategy's Expected Result/Impact:** June 2022, increase parent/guardian outreaches by providing at least 6 opportunities for parents/guardians to participate in school sponsored activities/events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, Students Support Services, External Stakeholder, Other, Data Analyst **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 5: Increase the matriculation rate of all students from 70.2% to 80% at the end of each semester

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student grades at the end of each cycle and at semester

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student achievement among at risk students. **Strategy's Expected Result/Impact:** By June 2022, increase student achievement by a combined 5% on all EOC exams as a result of providing additional support for teachers and students through supplies and extended learning opportunities **Staff Responsible for Monitoring:** Administration and ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Funding for extended learning opportunities - Title I (211) - 211-13-6411-04N-009-30-510-000000-22F10 - $2,500, Snacks and incentives for students to attend extended learning opportunities - Title I (211) - 211-11-6499-04N-009-30-510-000000-22F10 - $1,000, Items needed for extended learning opportunities - Title I (211) - 211-11-6399-04N-009-30-510-000000-22F10 - $2,000, Funding for extended learning opportunities - Title I (211) - 211-11-6116-04N-009-30-510-000000-22F10 - $3,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide extended learning opportunities for students before/after school and on Saturdays with snacks and other tiered-based incentives to increase participation **Strategy's Expected Result/Impact:** As a result of implementing this strategy, by June 2022, student achievement results on local, District, and State assessments will improve by a combined 5% and student matriculation rates will increase by 10% **Staff Responsible for Monitoring:** Administration, ILT, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Extra duty pay - SCE (199 PIC 24) - 199-11-6116-001-009-24-243-000000- - $8,749, Technology - SCE (199 PIC 24) - 199-11-6396-001-009-24-243-000000- - $6,000, - Title I (211) - 211-11-6499-04N-009-30-510-000000-22F10 - $3,000, - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Improve instruction for all through the implementation of objective-driven daily lesson plans with formative assessments **Strategy's Expected Result/Impact:** By the end of June 2022, alignment of lessons, activities and assessments to state standards will result in an increase in students achievement on local, District and State assessments by a combined 5% and increase matriculation rates by 10%. **Staff Responsible for Monitoring:** Executive Director, Administration and ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - Title I (211) - 211-11-6112-04N-009-30-510-000000-22F10 - $2,000, - Title I (211) - 211-11-6329-04N-009-30-510-000000-22F10 - $2,859, - Title I (211) - 211-11-6399-04N-009-30-510-000000-22F10 - $5,520				

No Progress Accomplished Continue/Modify Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based on the effects of COVID-19, implementation of protocols, and further adjustments due to construction, there is a general campus need to revisit systems and procedures to ensure faculty, staff, students, parents and our community is connected and involved in the decision making process as applicable.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Akomolafe, Adetokunbo	Core Teacher - Math		1
Angela Quick	Reading Teacher		1
Banks, Dontrell	Core Teacher - Math		1
Christie Moore	Assessment/Data Analyst		1
Jaramillo, Maria	Core Teacher - ELA		1
Ruben Olmos	Family Communications Specialist		1
TBD	Core Teacher - ELA/R		1

Campus Funding Summary

Title I (211)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	2		Supplies and materials for professional development	211-13-6399-04N-009-30-510-000000-22F10	$2,000.00
1	1	2		Reading materials for professional development	211-13-6329-04N-009-30-510-000000-22F10	$600.00
1	1	2		Subs for professional development	211-11-6112-0PD-009-30-510-000000-22F10	$2,000.00
1	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-009-30-510-000000-22F10	$2,000.00
1	2	2	Title 1 ELAR Teacher	Title I Teacher	211-11-6119-04N-009-30-510-000000-22F10	$58,000.00
1	2	2	Title 1 Reading Teacher	Title I Teacher	211-11-6119-04N-009-30-510-000000-22F10	$58,000.00
2	1	2	Title 1 Math Teacher	Title I Teacher	211-11-6119-04N-009-30-510-000000-22F10	$58,000.00
2	1	2	Title 1 Math Teacher	Title I Teacher	211-11-6119-04N-009-30-510-000000-22F10	$58,000.00
2	2	1	Assessment/Data Analyst	Data Analyst	211-13-6119-04N-009-30-510-000000-22F10	$82,270.00
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-009-30-510-000000-22F10	$3,000.00
4	4	1	Family Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-009-30-510-000000-22F10	$35,261.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-009-30-510-000000-22F10	$4,140.00
4	5	1	Funding for extended learning opportunities	Extra duty pay for tutoring after hours (Support Personnel)	211-13-6411-04N-009-30-510-000000-22F10	$2,500.00
4	5	1	Snacks and incentives for students to attend extended learning opportunities	Snacks or incentives for students	211-11-6499-04N-009-30-510-000000-22F10	$1,000.00
4	5	1	Items needed for extended learning opportunities	Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-22F10	$2,000.00
4	5	1	Funding for extended learning opportunities	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-009-30-510-000000-22F10	$3,500.00
4	5	2		Snacks or incentives for students	211-11-6499-04N-009-30-510-000000-22F10	$3,000.00

Title I (211)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	5	3		Subs for supplemental instruction	211-11-6112-04N-009-30-510-000000-22F10	$2,000.00
4	5	3		Reading materials for classroom use	211-11-6329-04N-009-30-510-000000-22F10	$2,859.00
4	5	3		Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-22F10	$5,520.00
					Sub-Total	$385,650.00
					Budgeted Fund Source Amount	$385,650.00
					+/- Difference	$0.00

SCE (199 PIC 24)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	5	2	Extra duty pay	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-009-24-243-000000-	$8,749.00
4	5	2	Technology	Technology for instructional use	199-11-6396-001-009-24-243-000000-	$6,000.00
4	5	2		Supplies and materials for instructional use	199-11-6399-001-009-24-243-000000-	$1,000.00
					Sub-Total	$15,749.00
					Budgeted Fund Source Amount	$15,749.00
					+/- Difference	$0.00
					Grand Total	$401,399.00