

Springtown Independent School District

District Improvement Plan

2022-2023

Accountability Rating: C



Mission Statement

To provide all students with an educational program that will allow them to develop to their potential, to be well-adjusted, and able to make positive contributions to a free enterprise society.

Vision

To provide efficient and effective school processes which result in success for all students.

Core Beliefs

1. Always strive to put the needs of children first.
2. Develop a positive partnership among parents, staff, and students.
3. Provide a comprehensive curriculum driven by effective research-based practices that result in high levels of academic performance and achievement.
4. Provide all students with equal access to programs promoting student growth and achievement.
5. Provide a safe, secure, nurturing learning environment that enhances the social and academic growth of all students and employees.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of the 2020-2021 Texas Academic Performance Report, Springtown Independent School District is a 4A public school district, serving grades PK3-12, with a total student enrollment of 3,619 students. According to the district's most recent PEIMS data, the district began the 2022-2023 school year with an enrollment of 4,121 students in grades PK3-12. SISD consists of three elementary schools (PK3-4), an intermediate (5-6), a middle school (7-8), and a high school (9-12). Five of the six campuses classify as Title I campuses for the 2022-2023 school year. Springtown is located in the northwest part of Parker County off of Hwy 199 and Hwy 51. Springtown ISD has open enrollment based on availability on a year-to-year basis. All out-of-district students are required to reapply annually.

Springtown ISD's student population consists of: 0.9% African American, 21.2% Hispanic, 74.3% White, 0.5% American Indian, 0.3% Asian, 0.1% Pacific Islander, and 2.6% Two-or-More Races. In SISD, about 48.6% of our student population is Economically Disadvantaged, 7.2% are English Learners, 0.0% are Migrant students, and 0.7% are Homeless. As reported, 55.2% of SISD students are At-Risk, 12.1% of students are served through Special Education, and 4.0% are Gifted and Talented students. Also, SISD had a 13.9% of students identified as mobile students.

The district attendance rate has remained consistent over the last three years, with 98.5% during the 2019-2020 school year. The annual dropout rate was reported to as 1.3%. Each campus provides interventions and guidance to prevent students from dropping out through our State Compensatory Education program and/or Title I funded Intervention Specialists.

In SISD, 100% of our professional staff are certified. The years of experience and ethnicity of our teaching staff remains very consistent over previous years. The diversity tends to vary some from year to year.

Springtown ISD Teachers by Ethnicity: (as reported by the 2020-2021 TAPR)

- African American 0.4%
- Hispanic 4.40%
- White 92.3%
- American Indian 0.7%
- Asian 0.4%
- Pacific Islander 0.0%
- Two or More Races 1.8%

Springtown ISD		State Average	
Teachers by Years of Experience		Teachers by Years of Experience	
Beginning Teachers	2.2%	Beginning Teachers	6.7%
1-5 Years Experience	35.0%	1-5 Years Experience	27.8%
6-10 Years Experience	21.3%	6-10 Years Experience	20.3%
11-20 Years Experience	26.7%	11-20 Years Experience	29.1%
Over 20 Years Experience	3.1%	Over 20 Years Experience	3.1%

The teacher turnover has continued to climb at a slow pace for several years. However, in 2019-2020, SISD did see a decline in the teacher turnover rate. Likewise, the teacher turnover rate has declined once again in the 2020-2021 school year. In 2020-2021, the turnover rate for SISD’s teachers decreased to 13.9%, which is lower than the state average of 14.3%. In an effort to be more competitive in the regional market, Springtown ISD’s Board of Trustees approved increases to our teacher pay scales, meeting the TASB Salary Survey’s state averages for similarly-sized districts. Teachers new to the profession and teachers with less than three years of experience are assigned a mentor by the district.

The district also employs 62.4 educational aides across the district for the 2021-2022 school year. Once employed by the district, paraprofessionals apply for an Educational Aide certificate. There are three levels of certification through TEA. Currently, 59.2% of SISD paraprofessionals hold a Level III certificate, 7.4% held a Level II certificate, and 33.3% held a Level I certificate.

As noted by the 2020-2021 TAPR, SISD class size averages exceed the state average for grades K-6; however, SISD class size averages are much lower than state averages in all secondary core content areas. Class size averages are as noted in the following chart:

Class Size Information	District	State
Elementary:		
Kindergarten	19.3	17.7
Grade 1	20.2	18.0
Grade 2	19.2	18.0
Grade 3	19.4	18.2
Grade 4	21.1	18.3
Grade 5	21.6	19.8
Grade 6	21.9	19.4
Secondary:		
English/Language Arts	11.4	15.7
Foreign Languages	14.6	17.8
Mathematics	14.3	16.9
Science	15.3	17.9
Social Studies	13.9	18.3

Demographics Strengths

The SISD Board of Trustees have made a commitment to attract highly effective teachers to SISD through a competitive compensation package. Teacher pay scales have continually increased to keep up with local demand. Another strength of SISD is 100% of all professional staff are certified. When employed within SISD, all paraprofessionals are encouraged and supported to gain Level III certification. An additional strength of SISD are low class size averages in our secondary classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SISD student enrollment has increased by 5.63% as compared to the 2019-2020 school year. **Root Cause:** New construction, available housing, and a desirable location for residence has increase within the district boundaries.

Student Learning

Student Learning Summary

Springtown ISD utilizes a variety of both formative and summative data to drive instruction and make data-driven decisions. Federal and State Accountability is one form of data used by the district to analyze student performance and drive district decisions. For the first time since 2019, state accountability letter grades were assigned to each district and campus. In 2021-2022, SISK earned a C (76, 5 point decrease from 2019) for performance through the state accountability system. The district also earned a C in all three accountability system domains: Student Achievement (79, 1 point decrease from 2019), School Progress (79, 3 point decrease from 2019), Closing the Gaps (70, 8 point decrease from 2019).

2022 Accountability Ratings Overall Summary SPRINGTOWN ISD (184902) - PARKER COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		79	C
STAAR Performance	48	80	
College, Career and Military Readiness	46	75	
Graduation Rate	95.3	85	
School Progress		79	C
Academic Growth	69	79	C
Relative Performance (Eco Dis: 49.7%)	47	74	C
Closing the Gaps	30	70	C

2022 A-F Accountability Listing SPRINGTOWN ISD (184902) - PARKER COUNTY

District / Campus Name	School Type	Grades Served	Total Students	Alt Ed	Eco Dis	School Progress								
						Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps
						Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating
SPRINGTOWN ISD			3,883	No	49.7%	C	76	C	79	C	79	C	74	C
GOSHEN CREEK EL	Elementary	KG - 04	591	No	41.6%	B	82	B	85	C	79	B	80	C
SPRINGTOWN EL	Elementary	EE - 04	592	No	59.6%	B	82	B	80	C	74	B	83	C
SPRINGTOWN DEMO EL	Elementary	PK - 04	203	No	54.4%	B	88	B	88	A	88	B	85	B

SPRINGTOWN RENO EL	Elementary	PK - 04	393	NO	04.4%	B	88	B	80	A	90	B	85	B
SPRINGTOWN INT	Middle School	05 - 06	575	No	52.5%	NR: SB 1365	61	C	71	NR: SB 1365	58	NR: SB 1365	60	NR: SB
SPRINGTOWN MIDDLE	Middle School	07 - 08	615	No	48.8%	B	82	C	79	B	86	C	77	C
SPRINGTOWN H.S	High School	09 - 12	1,117	No	42.6%	C	77	B	80	C	76	C	73	NR: SB

Domain I: Student Achievement

The following Academic Performance percentages are based upon the latest Accountability Report released in August of 2022 reflecting student assessment data from exams administered during the 2021-2022 school year.

Academic Performance

74% of students met the Approaches Grade Level standard on all tests (3% increase), while 47% met the Meets Grade Level standard (6% increase), and 21% at the Master Grade Level standard (5% increase). SISD performed above the state at the Approaches Grade Level in all four subject areas, above state averages in the Meets Grade Level in two of the four subject areas, and above state averages in the Masters Grade Level in two of the four subject areas. Reading and Math were the two content areas lagging behind state averages in the Meets and Masters Levels; although all areas were within four percent or less of state average.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	2,353	1,950	870	568	5,741	
Approaches GL or Above	1,795	1,440	703	452	4,390	76%
Meets GL or Above	1,197	770	456	295	2,718	47%
Masters GL	496	332	197	188	1,213	21%
Total Percentage Points						144%
Component Score						48

Graduation Rate

91.0% of all SISD students graduated on a 4-year graduation rate (1% increase) with 92.9% on a 5-year extended graduation rate (1.3% decrease). The 2020-21 annual dropout rate was 2.0% for all students, which is a 0.7% increase from the previous year.

College, Career, and Military Readiness

2022 Graduation Rate SPRINGTOWN ISD (184902) - PARKER COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	91.0%	*	93.0%	91.3%	-	-	*	*	83.9%	100.0%	84.6%
# Graduated	333	*	46	470			*	*	70	43	33

# Graduated	223	*	40	1/9	-	-	*	*	78	12	22
Total in Class	245	*	43	196	-	-	*	*	93	12	26
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	92.9%	*	94.4%	92.7%	*	*	-	*	89.5%	80.0%	89.5%
# Graduated	210	*	51	152	*	*	-	*	85	4	17
Total in Class	226	*	54	164	*	*	-	*	95	5	19
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	95.3%	*	97.7%	94.1%	*	*	-	100.0%	92.0%	*	95.2%
# Graduated	202	*	43	144	*	*	-	11	81	*	20
Total in Class	212	*	44	153	*	*	-	11	88	*	21
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	2.0%	5.6%	1.6%	2.1%	0.0%	0.0%	*	0.0%	2.9%	0.0%	4.0%
% Dropped Out - Conversion	80.0%										
# Dropped Out	23	1	4	18	0	**	*	0	14	0	5
# of Students	1,160	18	251	850	9	**	*	25	490	69	126

During the 2019-2020 school year, 46% of SISD students are college, career, and military ready (8% increase). This is well below the state rate of 65%; however, 33% of graduates met the college ready standard on the SAT, ACT, TSIA. 24.0% of students earned CCMR credit through Dual Credit courses for at least 3 hours in ELA or math or 9 hours in any subject. 8.0% earned an industry-based certification from the approved list. 5% of graduates earned an associates degree while still in high school (2% decrease).

2022 College, Career, and Military Readiness SPRINGTOWN ISD (184902) - PARKER COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	228	
Total credit for CCMR criteria	104	46%

Data Table

	Annual Graduates
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	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	75	33%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	94	41%
Met TSI assessment criteria	82	36%
Met ACT criteria	11	5%
Met SAT criteria	51	22%
Earned credit for a college prep course	0	0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	124	54%
Met TSI assessment criteria	50	22%
Met ACT criteria	11	5%
Met SAT criteria	23	10%
Earned credit for a college prep course	83	36%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	4	2%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	55	24%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	8%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	11	5%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	8	4%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	8	4%
U.S. Armed Forces*		

Domain II: School Progress

SISD earned a C rating in the School Progress Domain as well. School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.

Part A: Academic Growth

In comparing prior-year student performance and current-year performance on STAAR, 75% of applicable students met progress in reading and 63% met progress in math. When combined, SISD 69% of students met expected growth targets.

**2022 Academic Growth
SPRINGTOWN ISD (184902) - PARKER COUNTY**

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	759	0.0	304	152.0	1,891	1,891.0	2,043.0	2,954	69
Reading / ELA	315	0.0	117	58.5	1,065	1,065.0	1,123.5	1,497	75
Mathematics	444	0.0	187	93.5	826	826.0	919.5	1,457	63

Number of Assessments

		2021-22						Count
		2020-21	Did Not Meet	Approaches	Meets	Masters		
Both Subjects								2,954
Both Subjects	Did Not Meet	267	257	23	290	83	16	936
	Approaches	147	0	181	230	246	98	902
	Meets	24		142	100	208	194	668
	Masters	3		39	137		269	448
Reading / ELA								1,497
Reading / ELA	Did Not Meet	111	145	0	152	55	12	475
	Approaches	45	0	59	103	138	69	414
	Meets	11		58	58	131	105	363
	Masters	1		22	67		155	245
Mathematics								1,457
Mathematics	Did Not Meet	156	112	23	138	28	4	461
	Approaches	102	0	122	127	108	29	488
	Meets	13		84	42	77	89	305
	Masters	2		17	70		114	203

Part B: Relevant Performance

In comparison to districts with similar economically disadvantaged student percentages, SISD received a scaled score of a 74 in the last publicly reported accountability rating, which is a decrease from 81 from the previous school year.

Domain III: Closing the Gaps

Based off the latest (2022) accountability reports, SISD met 8 out of 21 targets or 38% in Academic Achievement indicators (STAAR reading and math). In comparison, the state met 16 of the 28 academic achievement targets. SISD met one out of five targets were met in Graduation Rate, and SISD missed the single English Language Proficiency Measure by 5%. The table below summarizes each student group and the targets met/not met.

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled
Academic Achievement Status														
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	44%
Target Met	Yes	Yes	Yes	No				No	Yes	No	Yes	Yes	Yes	Yes
% at Meets GL Standard or Above	51%	39%	46%	53%	75%	*	*	49%	41%	28%	20%	46%	53%	41%
# at Meets GL Standard or Above	1,197	11	247	891	9	*	*	30	459	52	77	23	762	4
Total Tests (Adjusted)	2,353	28	538	1,695	12	*	*	61	1,123	184	380	50	1,451	9
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	44%
Target Met	No		No	No				No	No	No	No	No	No	No
% at Meets GL Standard or Above	39%	26%	35%	41%	63%	*	*	45%	29%	27%	15%	43%	41%	37%
# at Meets GL Standard or Above	770	5	149	584	5	*	*	23	275	38	49	19	480	2
Total Tests (Adjusted)	1,950	19	430	1,426	8	*	*	51	935	141	326	44	1,175	7
Total Indicators														
Growth Status														
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	66%
Target Met	Yes		Yes	Yes				Yes	Yes	Yes	Yes	Yes	Yes	Yes
Academic Growth Score	75%	87%	76%	74%	94%	*	*	79%	74%	77%	68%	79%	76%	77%
Growth Points	1,123.5	13.0	243.0	819.5	7.5	*	*	31.0	527.5	87.5	154.5	27.5	740.0	38
Total Tests	1,497	15	320	1,104	8	*	*	39	711	113	227	35	972	5
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	71%
Target Met	No		No	No				No	No	Yes	No	No	No	No
Academic Growth Score	63%	43%	63%	63%	71%	*	*	72%	59%	69%	50%	53%	64%	61%
Growth Points	919.5	6.0	193.5	680.0	5.0	*	*	26.0	413.5	74.5	118.0	17.5	597.0	32
Total Tests	1,457	14	309	1,078	7	*	*	36	699	108	237	33	934	5
Total Indicators														
Graduation Rate Status														
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Target Met	No		No	Yes (3)					No		No		
2020 % Graduated	89.6%	-	92.7%	89.2%	-	-	-	-	86.5%	-	-		
2021 % Graduated	89.2%	*	90.9%	89.9%	-	-	*	*	80.4%	100.0%	75.9%		
2021 # Graduated	223	*	40	179	-	-	*	*	78	12	22		
2021 Total in Class	250	*	44	199	-	-	*	*	97	12	29		
Total Indicators													

English Language Proficiency Status

Target											36%		
Target Met											No		
TELPAS Progress Rate											31%		
TELPAS Progress											74		
TELPAS Total											235		
Total Indicators													

Student Success Status

Target	47	36	41	58	46	73	48	55	38	37	23	43	48
Target Met	Yes	Yes	Yes	No	Yes			No	Yes	No	No	Yes	Yes
STAAR Component Score	48	37	45	49	63	72	33	48	40	34	22	48	50
% at Approaches GL Standard or Above	76%	59%	74%	77%	87%	100%	73%	73%	69%	66%	40%	83%	78%
% at Meets GL Standard or Above	47%	34%	42%	49%	74%	83%	27%	49%	37%	28%	19%	45%	49%
% at Masters GL Standard	21%	19%	18%	22%	29%	33%	0%	23%	15%	7%	7%	17%	22%
Total Tests	5,741	64	1,316	4,130	31	12	11	151	2,731	432	918	112	3,566
Total Indicators													

School Quality Status

Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%
Target Met	No		No	No				No		Yes		No	Yes
% Students Meeting CCMR	44%	*	36%	46%	-	-	*	*	30%	17%	50%	-	46%
# Students Meeting CCMR	104	*	15	86	-	-	*	*	25	2	15	-	85
Total Students	235	*	42	187	-	-	*	*	84	12	30	-	184
Total Indicators													

Participation 2020-21

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading													
% Participation	99%	100%	99%	99%	100%	100%	*	98%	98%	100%	98%	100%	99%
# Participants	2,305	30	505	1,685	**	8	*	64	1,067	216	293	47	1,449
Total Tests	2,335	30	509	1,708	**	8	*	65	1,084	217	298	47	1,468

Total Tests	2,333	30	303	1,700				53	1,004	211	290	41	1,400	7
Mathematics														
% Participation	98%	96%	99%	98%	100%	*	*	98%	98%	100%	97%	100%	98%	99%
# Participants	1,930	24	402	1,435	7	*	*	52	904	164	260	40	1,196	7
Total Tests	1,960	25	407	1,458	7	*	*	53	920	164	267	40	1,216	7
Participation 2021-22														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	100%	100%	100%	100%	100%	*	*	99%	100%	100%	99%	100%	100%	100%
# Participants	2,537	30	600	1,775	12	*	*	66	1,182	219	395	56	1,512	10
Total Tests	2,545	30	600	1,782	12	*	*	67	1,187	219	398	56	1,516	10
Mathematics														
% Participation	99%	100%	100%	99%	100%	*	*	98%	99%	100%	100%	100%	99%	100%
# Participants	2,106	21	475	1,499	8	*	*	54	979	160	336	49	1,222	8
Total Tests	2,118	21	477	1,508	8	*	*	55	985	160	337	49	1,232	8

Other Forms of Data:

The district also utilizes curriculum-based assessments to assess students on the taught curriculum at the end of each instructional unit. Teachers use this data to guide their instruction and create personalized learning plans for students. In addition, the district curriculum is monitored and adjusted based on these assessments.

In grades K-4, a universal screener is also administered three times per year to measure reading and math performance. During the 2021-2022 school year, the mClass DIBELS 8 screener was used for reading and the NWEA Map Growth assessment was used for math. Below is a summary of the screener results for the 2021-2022 school year.

Reading Performance	% of students on grade level BOY	% of students on grade level MOY	% of students on grade level EOY	% of growth BOY to EOY
Kinder	32%	62%	71%	+39% pts
First	39%	49%	64%	+25% pts
Second	39%	46%	55%	+16% pts
Third	50%	56%	57%	+7% pts
Fourth	50%	55%	54%	+4% pts
District K-4	42%	54%	58%	+16% pts

Math Performance	% of students on grade level BOY	% of students on grade level MOY	% of students on grade level EOY	% of growth BOY to EOY
Kinder	75%	79%	72%	-3% pts
First	57%	65%	67%	+10% pts
Second	44%	58%	55%	+11% pts
Third	57%	71%	76%	+19% pts
Fourth	62%	73%	77%	+15% pts
District K-4	59%	69%	70%	+11% pts

STAAR/EOC Results for 2021-2022

	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
<i>English I</i>	63% (-6%)	50% (even)	8% (+1%)
<i>English II</i>	79% (+11%)	61% (+7%)	5% (even)
<i>Algebra I</i>	78% (-4%)	46% (+1%)	28% (+2%)
<i>Biology</i>	97% (+9%)	75% (+12%)	31% (+9%)
<i>US History</i>	93% (+2%)	77% (+6%)	50% (+4%)
<i>Grade 8 Reading</i>	85% (+11%)	60% (+15%)	35% (+15%)
<i>Grade 8 Math</i>	69% (+7%)	33% (+3%)	6% (+2%)
<i>Grade 8 Science</i>	81% (+14%)	50% (+12%)	25% (+7%)
<i>Grade 8 Social Studies</i>	69% (+5%)	31% (-1%)	18% (+2%)
<i>Grade 7 Reading</i>	78% (+9%)	51% (+7%)	34% (+12%)
<i>Grade 7 Math</i>	67% (+4%)	24% (even)	6% (-2%)
<i>Grade 6 Reading</i>	64% (+12%)	31% (+10%)	11% (+4%)
<i>Grade 6 Math</i>	78% (+6%)	37% (+6%)	10% (-1%)
<i>Grade 5 Reading</i>	75% (+12%)	42% (+6%)	23% (+2%)
<i>Grade 5 Math</i>	62% (+1%)	34% (-2%)	12% (-5%)

	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
<i>Grade 5 Science</i>	64% (+12%)	32% (+12%)	11% (+6%)
<i>Grade 4 Reading</i>	83% (13%)	58% (17%)	25% (+6%)
<i>Grade 4 Math</i>	74% (+1%)	47% (+4%)	28% (+1%)
<i>Grade 3 Reading</i>	81% (+4%)	51% (+11%)	33% (+15%)
<i>Grade 3 Math</i>	79% (+4%)	48% (+9%)	27% (+12%)

AT-RISK STUDENT POPULATION (State Compensatory Education)

During the 2021-2022 school year, Springtown ISD's student population of 3,887 students was 55.90% at-risk and 49.29% economically disadvantaged. Campus teams reviewed and verified student data throughout the year in order to ensure timely support services and prescribed academic interventions were provided to address eligible students' needs. The district provided accelerated and intensive instruction and support for 3,493 SCE eligible students. The breakdown of served students can be found in the table below.

Springtown ISD Students Served by SCE 2021-2022 (Unduplicated Counts)	Meets At-Risk Criteria (based on 15 criterion)	Educationally Disadvantaged, not otherwise At-Risk	Title I Eligible, not Otherwise SCE Eligible	Total Students Served by SCE Program
Elementary Schools	961	277	339	1,577
Intermediate & Middle Schools	653	213	327	1,193
High School	559	164	0	723
District Total	2,173	654	666	3,493
% SCE Served Districtwide	62.2%	18.7%	19.1%	100%

High School Completion

One of the State Compensatory Education Program's goals is to eliminate any disparity in rates of high school completion between (a) students who are educationally (i.e., economically) disadvantaged and students who are not educationally disadvantaged, and (b) students who are at-risk, as defined by Section 29.081 of the Texas education Code (TEC) and all other students. The table below reflects the SISD at-risk students', in comparison to all other students' graduation rates, for the classes of 2021 and 2022. The gap between the class of 2022 at-risk and all students' graduation rates was 7%, which is a 5% increase from the 2020-2021 year

TABLE 1	Class of 2021				Class of 2022			
	District All	Not At-Risk	At-Risk	Gap At-Risk	District All	Not At-Risk	At-Risk	Gap At-Risk
	91%	92%	90%	2%	94%	97%	90%	7%

Student Achievement Results

Through the program evaluation, the district also examines the performance gap in at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students on STAAR/STAAR EOC assessments. The 2021-2022 SCE program evaluation shows that Springtown ISD STAAR scores improved in most grade level and subject areas. Scores, particularly in reading, also improved with educationally disadvantaged and at-risk students; however, non-educationally disadvantaged and non-at-risk students had a higher rate of improvement. The subjects/grades with the least gains over the prior year in at-risk student performance for “Approaching Grade Level or Above” was 4th grade mathematics for elementary schools, 5th grade math for intermediate/middle school, and English I EOC for high school. The subjects/grades with the greatest gains over the prior year in at-risk student performance was 4th grade reading for elementary schools, 5th grade reading for intermediate/middle schools, and Biology EOC for high schools.

Student Learning Strengths

SISD improved student academic performance at the Approaches Grade Level measure of STAAR assessments in eighteen of twenty exams. Similarly, SISD results showed growth in seventeen out of twenty exams at both the meet standard and masters standards levels respectively.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of 2021 Annual Graduates did not meet CCMR qualifications. **Root Cause:** Students were not offered enough opportunities to earn industry certifications, provided appropriate pathways to earn CCMR readiness, nor provided enough opportunities to take college entrance exams. Appropriate and adequate tracking of student CCMR status was completed.

Problem Statement 2 (Prioritized): Zero student groups evaluated for Mathematics Academic Achievement in Domain III met standard. **Root Cause:** Instructional strategies have focused on getting students to the Approaches level. Domain III targets are evaluated at the MEETS Grade Level standard.

Problem Statement 3 (Prioritized): SISD did not meet target for student performance in English Language Proficiency. **Root Cause:** Adequate instructional resources and instructional strategies were not offered to emergent bilingual students.

Problem Statement 4 (Prioritized): Disparity in graduation rates between students who are at-risk and those who are not at-risk increased 5 percentage points from the 2020-2021 school year. **Root Cause:** Lack of a continuum of services/resources to meet the needs of at-risk students.

Problem Statement 5 (Prioritized): Forty-two percent of K-4 students started the 2021-2022 school year reading on grade level; 58% of students ended the school year reading on grade level. **Root Cause:** The elementary reading curriculum is not aligned with the science of teaching reading.

Problem Statement 6 (Prioritized): Fifty-nine percent of K-4 students started the 2021-2022 school year performing on grade level in math; 70% of students ended the school year performing on grade level. **Root Cause:** Gaps in learning remain from COVID-19.

District Processes & Programs

District Processes & Programs Summary

Curriculum, Instruction, Assessment

Springtown ISD utilizes the TEKS Resource System. All core content areas utilize this curriculum, which lays out the "what" and "when" in teaching. Educators, however, have the opportunity to determine "how" the curriculum will be taught. Teachers are also required to administer unit assessments using the TEKS Resource System item and additional assessment banks. Data is collected and the curriculum is adjusted based on results. All campuses have computer labs and technology devices that allow for interaction with a multitude of information resources to solve real-world problems. The district works to provide technology that is current and beneficial to students. All SISD students and staff members have their own Gmail account and access to the Google for Education Suite. SISD is now offering 1-to-1 Chromebook devices to all students.

SISD utilizes a the ClassLink Service to offer single-sign on for students and staff. Schoology is also utilized as the adopted SISD Learning Management System (LMS).

Programs & Opportunities for Students

Students in SISD are served by a number of specialized programs related to student need. As reported by the 2021-2022 accountability ratings, 7.3 percent of students are served by English as a second language (ESL) programs. Currently, 11.8% of students are served through special education, 5.4% are served through the district dyslexia program, and 4.0% are served through the gifted and talented program. The academic MTSS program serves students in grades K through 8 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence. The specific services provided for students on Tiers 2 and 3 are outlined in the district MTSS Guidelines, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggests that the MTSS program(grades K-4) has been moderately successful in moving students off of tiered interventions. However, there remains a large proportion of students receiving Tier 2 or 3 interventions, (38% in reading and 28% in math for grades K-4 as of May 2022).

Springtown ISD's Early Childhood Education program is a special program for eligible four-year-old students, designed to meet the needs of a child's early years. Springtown ISD provides a free, full-day prekindergarten program if the child is at least four years of age and meets program requirements. The district strives to ensure that our staff is knowledgeable in research-based best practices to provide effective instruction to students and create family partnerships to ensure the success of every child. All prekindergarten teachers receive 30 hours of early childhood specific professional development.

For the 2022-2023 school year, SISD has added three campus instructional coordinators to each of the secondary campuses. The role of these positions are to provide instructional support, assistance, mentoring, and provide coaching opportunities for campus staff. Similarly to the campus instructional coordinators, SISD added a secondary and elementary instructional coach. The primary duties of these two positions are to specifically provide mentoring to new SISD teachers and to provide direct coaching to campus instructional staff. SISD also added a district counseling and behavioral coordinator and two behavioral specialist to assist campuses with student behavioral supports.

Personnel-Policy and Procedures

Springtown ISD utilizes PowerSchool Hire Enterprise, which is used for recruitment and hiring of staff. This program is located on the district website. As positions become available or added, the postings are updated at each of the six campuses as well as the website. SISD uses the T-TESS and T-PESS evaluations for teachers, principals, and assistant principals.

All teachers new to the profession receive an assigned mentor provided by the district. The purpose of a mentor is to provide a safe partnership where the beginning teacher is nurtured and developed for growth toward professionalism in the art of teaching. The result of professional growth is academic achievement for all students. The mentor and teacher partnership may be formed during face-to-face meetings, classroom observations with follow-up discussions, and email correspondence. Retaining the best and most effective teachers possible will make the school district teaching staff stronger. Any experienced teachers new to Springtown ISD, are assigned a mentor teacher at their campus by the principal. The mentor must be in the same subject area or grade level of the new teacher. In addition, new teachers receive training in district resources and initiatives such as Thinking Maps, Eduphoria, TEKS Resource System.

The Special Education Department has a mentoring program for special education teachers with less than 3 years experience teaching special education. The mentoring of SISD

special education teachers will be led by the Director of Special Education and the Special Education Instructional Specialist. The program will consist of monthly meetings along with additional professional development opportunities throughout the year. The goals of the program are to: provide new special education teachers with an opportunity for professional growth and development, retain special education teachers by providing opportunities to develop the necessary knowledge and skills and provide new special education teachers support and assistance in implementing district procedures and complying with legal mandates.

Professional Practices

Professional development for Springtown ISD is planned by evaluating district needs. The evaluation of needs is performed through review of STAAR and local assessment results, classroom observations, T-TESS Evaluations, and teacher/administrator feedback. Heavy emphasis is placed on job-embedded professional learning centered around student growth through PLCs and coaching. The newly created positions of Campus Instructional Coordinators and District Instructional Coaches are key to this process. SISD utilizes EduHero, which is a bank of online professional development. Teachers access required compliance trainings through EduHero. In addition, all staff members can access addition courses that may be relevant to their position. Title II funds are dispersed based on district and campus needs.

Safety and Security

In Springtown ISD, we are dedicated to providing a safe and secure environment for the students, faculty, staff and visitors to our campuses and buildings. To accomplish this, we administer programs and procedures to ensure that our schools, students, teachers, and staff are safe. These include:

- Process for ID badging of all employees
- Aiphones on each campus
- Black Creek K-9 Services
- Visitor check-in software for all visitors while on district property
- Emergency operations plans and procedures
- School resource officer program (SRO)
- For each campus: facility security measures, updated employee emergency call lists, an inventory of emergency supplies and equipment, and an emergency response team with identified duties
- Stay ALERT School Safety Program available for students to report bullying, vandalism, drugs & alcohol, unsafe or violent behavior, harassment, weapons, teacher/student conflict, or other safety concerns
- Adopted Guardian Program
- Train all staff in the Civilian Response to Active Shooter Events (CRASE) Avoid/Deny/Defend
- Train all staff in Stop the Bleed
- Safety and Security Audit every three years by an outside group; conduct internal audits yearly
- All staff trained in the Standard Response Protocol (SRP) from the *i love you guys* foundation: Drills include Lockout/Lockdown/Hold/Shelter/Evacuate
- Addition of MyEOP software

Springtown ISD aims at retaining high-quality staff members year to year by providing a family atmosphere, day care for staff members' children, ongoing professional development, staff recognition programs and job-embedded professional learning. The district also provides a consistent, aligned curriculum for grades PK-12. District leaders provide curriculum and assessment support to ensure that staff members are prepared to provide the best instruction for our students.

District leaders also partner with stakeholders to look for ways to improve the safety and security of our schools, students, and community. As a result, building modifications are being made to ensure an extra level of safety and security on each campus.

District Processes & Programs Strengths

- Provide District daycare

- Provide a consistent, aligned curriculum for grades PK-12
- District provided additional staff for instructional and student behavioral support
- District leaders provide curriculum and assessment support to ensure that staff members are prepared to provide the best instruction for our students
- Partnership with stakeholders to look for ways to improve the safety and security of our schools, students, and community
- Development of a strong mentoring program for teaching staff

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: 66.6% of SISD students are demonstrating academic success through Tier I instruction. 17.9% of students are receiving Tier II support, and 15.5% of students are receiving Tier III support. **Root Cause:** MTSS and instructional strategies are not targeting the specific needs of each student.; therefore students continue to be a part of the MTSS process. In addition, only academic needs are being address; behavior and social emotions interventions are not provided.

Perceptions

Perceptions Summary

Springtown Independent School District makes efforts to involve all stakeholders, including students, parents, community members, teachers, and staff in the planning and review of our programs and operations. The district utilizes an automated calling system (ParentLink), Remind, the district website, and social media platforms to communicate with as many parents as possible. Community stakeholders are involved in a variety of activities such as district-level planning committees, the Springtown Education Foundation committees, various Booster Clubs (FFA, music programs, athletics, etc.), and Parent-Teacher Associations. In addition, each Title I campus employees a Parent Liaison who rallies parents to become involved in school activities. These campuses also house a Parent Center in which parents may volunteer their time. Through monthly “Parents in the Know” meetings, coordinated by one of our high school counselors, information for parents regarding topics such as: college applications and SAT/ACT testing; options for advanced courses of study through AP or dual credit; career certification programs; and opportunities to serve in the armed services are all provided. Several campuses also offer parent events to support district academic goals by hosting math, science, and/or literacy nights.

The district makes every effort to translate documents for parents who speak Spanish as their first language. This is an area that continues to need support to ensure consistency throughout the district.

It is the District's desire to maintain the safety of our students at all times. The District employs the “StayALERT School Safety Program” as a 24/7 bilingual reporting program designed to help provide a safer school environment. The program provides procedures to anonymously report bullying, vandalism, drugs & alcohol, unsafe or violent behavior, harassment, weapons, teacher/student conflict, or other safety concerns through online portals, e-mail, texts, and/or a 1-800 number. The program will alert a campus administrator of reports and allow the District to begin an investigation into an allegation. Campus administrators are diligent in investigating reports, including those of cyberbullying that have taken place off campus (permissible under “David's Law”).

SISD recognizes the critical need to address the social emotional wellbeing of students and staff. Counselor, parent and student feedback state students continue to struggle with feelings of anxiousness and uneasiness within the classroom and social settings. SISD implements Choose Love as the district adopted social-emotional learning curriculum. Students receive direct instruction in the concepts to foster social wellbeing.

Perceptions Strengths

- District solicits feedback from various stakeholder groups before making important decisions for the District
- Significant time and effort committed to including the community in SISD’s anti-bullying and social-emotional learning is but one example of the District’s desire to involve stakeholders in cooperative efforts to improve every aspect of our students’ lives
- Choose Love social-emotional curriculum

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. **Root Cause:** The district has not fully implemented Choose Love Social-Emotional Learning curriculum.

Priority Problem Statements

Problem Statement 1: SISD student enrollment has increased by 5.63% as compared to the 2019-2020 school year.

Root Cause 1: New construction, available housing, and a desirable location for residence has increase within the district boundaries.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 54% of 2021 Annual Graduates did not meet CCMR qualifications.

Root Cause 2: Students were not offered enough opportunities to earn industry certifications, provided appropriate pathways to earn CCMR readiness, nor provided enough opportunities to take college entrance exams. Appropriate and adequate tracking of student CCMR status was completed.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern.

Root Cause 6: The district has not fully implemented Choose Love Social-Emotional Learning curriculum.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: Zero student groups evaluated for Mathematics Academic Achievement in Domain III met standard.

Root Cause 3: Instructional strategies have focused on getting students to the Approaches level. Domain III targets are evaluated at the MEETS Grade Level standard.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SISD did not meet target for student performance in English Language Proficiency.

Root Cause 4: Adequate instructional resources and instructional strategies were not offered to emergent bilingual students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Disparity in graduation rates between students who are at-risk and those who are not at-risk increased 5 percentage points from the 2020-2021 school year.

Root Cause 5: Lack of a continuum of services/resources to meet the needs of at-risk students.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: Forty-two percent of K-4 students started the 2021-2022 school year reading on grade level; 58% of students ended the school year reading on grade level.

Root Cause 8: The elementary reading curriculum is not aligned with the science of teaching reading.

Problem Statement 8 Areas: Student Learning

Problem Statement 7: Fifty-nine percent of K-4 students started the 2021-2022 school year performing on grade level in math; 70% of students ended the school year performing on grade level.

Root Cause 7: Gaps in learning remain from COVID-19.

Problem Statement 7 Areas: Student Learning

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data

- T-P ESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

Goal 1: Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: The percentage of prekindergarten students that perform on or above grade level as identified by the Circle PM: Vocabulary measure will increase from 58% to 70% for all students, 25% to 40% for EBs, and 17% to 30% for SPED students by May 2023.

HB3 Goal

Evaluation Data Sources: Measures may include:
CIRCLE PM Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a minimum of 30 hours of early childhood specific training and coaching to prekindergarten teachers (15 hours of training and 15 hours of coaching) focusing on implementing the curriculum.</p> <p>Strategy's Expected Result/Impact: 100% of PreK teachers will have 30 hours of early childhood specific professional learning, including at least 15 hours of coaching</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Campus Administrators</p> <p>Funding Sources: CLI Curriculum PD - 199-PIC 36 Early Childhood Allotment - \$5,200, PK Coaching - 199-PIC 36 Early Childhood Allotment - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the theme-based CIRCLE curriculum and resources to create learning experiences for students.</p> <p>Strategy's Expected Result/Impact: Increase in the Circle PM: Rapid Vocabulary measure Build student background knowledge</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.





Performance Objective 2: The percentage of K-2 students that perform on or above grade level as measured by mClass/mClass Lectura will increase from 43% to 62% for all students, from 44% to 60% for EBs, and 15% to 30% for SPED students by May 2023.

The percentage of grade 3-4 students that perform on or above grade level as measured by NWEA MAP Growth Reading will increase from 68% to 80% for all students, from 56% to 73% for EBs, and from 31% to 40% for SPED students by May 2023.

HB3 Goal

Evaluation Data Sources: mClass - BOY, MOY, EOY Data
 mClass Lectura - BOY, MOY, EOY Data
 NWEA MAP Growth Reading - BOY, MOY, EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily WIN "What I Need Time" to address the reading needs of ALL students, including students who are at-risk for academic failure or who are economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: Growth in mClass composite scores</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Results Driven Accountability</p> <p>Funding Sources: Reading Specialists - 282 - ESSER III: PIC-24/30 SCE 55%</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Bilingual instruction in grades PK-3 in literacy.</p> <p>Strategy's Expected Result/Impact: Growth in mClass Lectura composite scores</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for kindergarten-4th grade teachers and administrators to complete Reading Academies by June 2023.</p> <p>Strategy's Expected Result/Impact: 100% Reading Academy Completion Growth in mClass composite scores Growth in NWEA Map Growth scores Improved reading performance</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Funding Sources: Reading Academy Fees - 199-PIC 36 Early Childhood Allotment, Reading Academy Stipends - 282 - ESSER III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the Amplify Texas Elementary Literacy Program in grades K-2 on all elementary campuses.</p> <p>Implement the Amplify Texas Elementary Literacy Program in grades 3-4 at Springtown Elementary.</p> <p>Strategy's Expected Result/Impact: Connection with the SOTR and classroom instruction Improved mCLASS composite scores Improved NWEA MAP Growth Reading scores Improved STAAR Reading scores</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: The percentage of K-4 students that perform on or above grade level as measured by NWEA Map Growth Math will increase from 74% to 82% for all students, from 58% to 68% for EBs, and from 36% to 45% for SPED students by May 2023.

HB3 Goal

Evaluation Data Sources: NWEA Map Growth Math- BOY, MOY, EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize daily WIN "What I Need Time" to address the math needs of all students.</p> <p>Strategy's Expected Result/Impact: Growth in NWEA MAP Growth Math Overall scores</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p> <p>Funding Sources: Math Specialists - 211- Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: SISD will increase student performance cumulatively on all STAAR/EOC assessments administered in the 2022-2023 school year by 9% in Meets Grade Level.

High Priority





Evaluation Data Sources: Measures may include:

3-8 STAAR

STAAR EOC (English I & II, Algebra, Biology, US History)

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Branching Minds to create student support plans for all at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased performance of all students Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Branching Minds Platform - 282 - ESSER III, Branching Minds Training/Coaching - 282 - ESSER III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement "What I Need Time" (WIN) in grades K-12 in the areas of math, reading/writing, science, and social studies to provide accelerated instruction to at-risk students, using supplemental resources.</p> <p>Strategy's Expected Result/Impact: Increased performance of all students Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: HMH Go Math! Students & Teacher Digital Resources - 282 - ESSER III, STEMscopes Science & Training - 282 - ESSER III, STEMscopes Math - 282 - ESSER III, Patterns of Power Plus K-8 - 282 - ESSER III</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide learning opportunities for GT teachers to collaboratively plan learning experiences that result in the development of higher-level products or performances.</p> <p>Strategy's Expected Result/Impact: Increase performance of GT students at the Meets and Masters distinction levels on STAAR/EOC</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction GT Coordinator</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a continuum of placements to meet the instructional needs of students with disabilities (i.e. in class support, co-teach, resource and self-contained programs), dyslexia, and other learning difficulties along with training opportunities on instructional practices and strategies for staff.</p> <p>Strategy's Expected Result/Impact: Increased performance of special education students Close achievement gap of students</p> <p>Staff Responsible for Monitoring: Director of Special Education Director of Elementary Curriculum & Instruction</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a transitional bilingual program for PK - 3, a content-based ESL program in grade 4, and pull-out ESL program through ELAR at grades 5 - 12.</p> <p>Strategy's Expected Result/Impact: Increase performance of English Learners. Close achievement gap of students.</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a nontraditional learning environment in order for students to recover credits (PACE Lab) at the high school level.</p> <p>Strategy's Expected Result/Impact: Increased performance of enrolled students Close achievement gap of students Improved graduation rate</p> <p>Staff Responsible for Monitoring: Superintendent Director of Secondary Curriculum & Instruction</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Zero student groups evaluated for Mathematics Academic Achievement in Domain III met standard. Root Cause: Instructional strategies have focused on getting students to the Approaches level. Domain III targets are evaluated at the MEETS Grade Level standard.</p>
<p>Problem Statement 3: SISD did not meet target for student performance in English Language Proficiency. Root Cause: Adequate instructional resources and instructional strategies were not offered to emergent bilingual students.</p>
<p>Problem Statement 4: Disparity in graduation rates between students who are at-risk and those who are not at-risk increased 5 percentage points from the 2020-2021 school year. Root Cause: Lack of a continuum of services/resources to meet the needs of at-risk students.</p>





Goal 1: Springtown ISD will provide meaningful learning experiences and maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 5: SISD will increase the number of students who meet a college, career, or military readiness indicator from 46% to 77% by August 2024.

HB3 Goal

Evaluation Data Sources: Measures may include:

- Schedules
- PEIMS Coding
- Transcripts
- TAPR
- CCMR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement CTE courses that align with the statewide CTE Programs of Study and result in students earning a recognized Industry Based Certification.</p> <p>Strategy's Expected Result/Impact: Students are prepared to enter the workforce or continue their education.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Director of Secondary Curriculum & Instruction</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District will provide testing opportunities for the ACT, SAT, or TSIA and IBC in order to for students to graduate college, career, or military ready.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students passing to prepare them for college enrollment and career readiness.</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum and Instruction</p> <p>Director of Assessment</p> <p>SHS Campus Administration</p> <p>Guidance Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 1: SISD will ensure that every student, staff member, and guest is in the safest and most secure environment possible enabling them to function effectively.

Evaluation Data Sources: Measures may include:
Stakeholder feedback





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve utilization of SROs to maintain safe and secure environments through the use of law enforcement presence.</p> <p>Strategy's Expected Result/Impact: Improved sense of safety and security through effective use of SROs</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of the safety and security updates (i.e. Stop the Bleed, SRP, CRASE).</p> <p>Strategy's Expected Result/Impact: Impacts all students</p> <p>Completion of planned safety and security upgrades will strengthen our facilities for greater protection and safety in an emergency situation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide crossover activities and/or events to facilitate smooth transitions for students between schools.</p> <p>Strategy's Expected Result/Impact: 100% of students enrolled in grades 4, 6, or 8 during the 2022-2023 school year will participate in a transitional activity or event.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Implement and maintain health and safety protocols to address the impact of the pandemic Strategy's Expected Result/Impact: Impact all student and staff Reduction in spread of disease Staff Responsible for Monitoring: District Leadership	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Design and implement Continuity of Operations Plan to be included in the SISD Emergency Operations Plan. Strategy's Expected Result/Impact: Impact of all students and staff. SISD will be better equipped to respond to unexpected disruption of operations. SISD will have clear plan of succession for leadership and continuity of operation in emergency situations. Staff Responsible for Monitoring: Director of Student Services.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 2: SISD will support the behavioral, social, and emotional health of students.

Evaluation Data Sources: DESSA Mini
SECCA Mini
Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care</p> <p>Strategy's Expected Result/Impact: Improved social emotional competence of all students Growth between administrations of DESSA mini screener Behavior Intervention Plans District PBIS Meetings</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Choose Love social-emotional curriculum in grades PK-12.</p> <p>Strategy's Expected Result/Impact: Improved social emotional competence of all students Growth between administrations of DESSA/SECCA mini screener</p> <p>Staff Responsible for Monitoring: Directors of Curriculum and Instruction Counselors</p> <p>Funding Sources: Choose Love Training/Coaching - 282 - ESSER III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Plan a comprehensive school counseling program that includes a trauma-informed care program. The trauma-informed care program shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief. The District shall provide training in trauma-informed care to District educators as required by law.</p> <p>Strategy's Expected Result/Impact: Completed plan of implementation Tracking of completion: trauma-informed care training</p> <p>Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. Root Cause: The district has not fully implemented Choose Love Social-Emotional Learning curriculum.

Goal 2: Springtown ISD will provide a safe, secure, and supportive environment for students, staff, families, and community.

Performance Objective 3: SISD will add additional classrooms to meet the need of the increasing student enrollment.

Evaluation Data Sources: Purchase records





Strategy 1 Details	Reviews			
Strategy 1: SISD will purchase portable classrooms.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Springtown ISD will recruit, employ, develop, and retain a highly-effective staff to optimize student engagement and success.

Performance Objective 1: SISD will have a teacher retention rate of 90% or higher at the end of the 2022-2023 school year.

Evaluation Data Sources: Measures may include:

- TAPR
- Resignation List
- New Teacher Orientation List
- Human Resources Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TASB Salary Survey and other data points to ensure that the District provides competitive salary and benefits packages to teachers across the pay scale without compromising the District's overall operating budget</p> <p>Strategy's Expected Result/Impact: Increased teacher retention rate</p> <p>Increased number and improved quality of applicants responding to job postings</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Assistant Superintendent</p> <p>Chief Financial Officer</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement TEA approved TIA Local Designation Plan for by the end of the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Improved teacher recruitment, retention, and compensation.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent/Director of Assessment and Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a New Teacher Academy for teachers with 0-1 years of experience.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention</p> <p>Improved culture and climate</p> <p>Improved student academic performance</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Springtown ISD will promote active parental and community partnerships through communication, collaboration, and participation in order to support student success.

Performance Objective 1: SISD will increase parent/guardian satisfaction by >2% over the prior year, as measured by annual surveys.





Evaluation Data Sources: Measures may include:

Sign-In sheets

Surveys

Parent & Family Engagement Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a parent satisfaction survey and communicate the results Strategy's Expected Result/Impact: Year-over-year comparison demonstrates improvement Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide effective programs to encourage parental and family engagement and use results of survey to remove barriers to participation by parents in school planning, review, and improvement. Strategy's Expected Result/Impact: Increased parental attendance at academic events Increased parental involvement in school planning and improvement Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction Funding Sources: Campus Parent Liaison Stipends - 211- Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support mental health for families and students by providing Choose Love parent classes to complement school implementation. Strategy's Expected Result/Impact: Increased parental involvement Improved social emotional competence of all students Staff Responsible for Monitoring: Directors of Curriculum & Instruction Coordinator of Counseling & Behavioral Supports Problem Statements: Perceptions 1 Funding Sources: Choose Love Events-Materials, Refreshments, Childcare - 211- Title I, Part A - \$4,725</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide administrative supports to district/campus staff, parents/families/community Strategy's Expected Result/Impact: Parent involvement activities completed Improved parent involvement/participation Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction Funding Sources: District PFE Support-Stipend - 211- Title I, Part A - \$1,275	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: In surveys provided to both teachers and parents/guardians, the social-emotional well-being of SISD students is a common concern. Root Cause: The district has not fully implemented Choose Love Social-Emotional Learning curriculum.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Utilize daily WIN "What I Need Time" to address the reading needs of ALL students, including students who are at-risk for academic failure or who are economically disadvantaged.
1	4	1	Utilize Branching Minds to create student support plans for all at-risk students.
1	4	4	Provide a continuum of placements to meet the instructional needs of students with disabilities (i.e. in class support, co-teach, resource and self-contained programs), dyslexia, and other learning difficulties along with training opportunities on instructional practices and strategies for staff.
1	4	6	Provide a nontraditional learning environment in order for students to recover credits (PACE Lab) at the high school level.
1	5	1	Implement CTE courses that align with the statewide CTE Programs of Study and result in students earning a recognized Industry Based Certification.

District Funding Summary

199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$71,118.00
+/- Difference					\$71,118.00
199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,113,483.00
+/- Difference					\$3,113,483.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$156,332.00
+/- Difference					\$156,332.00
199-PIC 37 State Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$125,048.00
+/- Difference					\$125,048.00
199-PIC 38 State CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$112,000.00

199-PIC 38 State CCMR						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$112,000.00
211- Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	3	1	Math Specialists		\$0.00	
4	1	2	Campus Parent Liaison Stipends		\$0.00	
4	1	3	Choose Love Events-Materials, Refreshments, Childcare		\$4,725.00	
4	1	4	District PFE Support-Stipend		\$1,275.00	
					Sub-Total	\$6,000.00
					Budgeted Fund Source Amount	\$7,000.00
					+/- Difference	\$1,000.00
244 - Perkins Career & Technical Ed (CTE)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
255 Title II, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$34,285.00
					+/- Difference	\$34,285.00
263 Title III - LEP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00

199-PIC 36 Early Childhood Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PK Coaching		\$6,000.00
1	1	1	CLI Curriculum PD		\$5,200.00
1	2	3	Reading Academy Fees		\$0.00
Sub-Total					\$11,200.00
Budgeted Fund Source Amount					\$401,294.00
+/- Difference					\$390,094.00

282 - ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Academy Stipends		\$0.00
1	4	1	Branching Minds Training/Coaching		\$0.00
1	4	1	Branching Minds Platform		\$0.00
1	4	2	Patterns of Power Plus K-8		\$0.00
1	4	2	STEMscopes Math		\$0.00
1	4	2	STEMscopes Science & Training		\$0.00
1	4	2	HMH Go Math! Students & Teacher Digital Resources		\$0.00
2	2	2	Choose Love Training/Coaching		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

281 - ESSER II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

289 - Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,020.00

289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$35,020.00
282 - ESSER III: PIC-24/30 SCE 55%					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading Specialists		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,556,587.00
+/- Difference					\$1,556,587.00
Grand Total Budgeted					\$5,612,167.00
Grand Total Spent					\$17,200.00
+/- Difference					\$5,594,967.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Dyslexia Treatment Program	Director of Elementary Curriculum & Instruction	10/3/2022	Tiffany Cano	10/3/2022
Title I, Part C Migrant	Director of Secondary Curriculum & Instruction	10/3/2022	Tiffany Cano	10/3/2022