Midland Independent School District

Pre-K Academy at Midland College

2026-2027 Campus Improvement Plan

Accountability Rating: C

Mission Statement

We provide quality, developmentally appropriate, early childhood education to children ages three through five, preparing them for success in kindergarten.

Vision

Support continous improvement by strengthening and maximizing organizational systems and building capacity in all staff.

Value Statement

The core values of the PreK Academy are Service, Lifelong learning, Accountability, Collaboration, and Excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Permian Basin oil boom has created enormous needs for not only childcare but also teachers and teacher preparation programs in the community. This has prompted numerous conversations about how to address the needs and these area organizations have expressed the willingness to help and contribute to meeting the identified community needs. Senate Bill 1882 (SB 1882) authorizes school districts in Texas to partner with local nonprofits currently offering exemplary early childhood programs. Midland ISD received a planning grant from the Texas Education Agency to work with Midland College (MC) to determine the feasibility of establishing a district PreK charter school governed by Midland College.

This partnership will take advantage of the opportunity created by SB 1882 to respond aggressively to the community need for improved and expanded PreK education. In order to help meet the challenge of early childhood education in Midland, Midland College has developed a multi-faceted plan to improve quality and increase available space for PreK children in the community. The PreK Academy at Midland College will: increase the number of PreK seats at MC and provide an exemplary education model for other community providers; including high quality opportunities for student teaching and other teacher internship experiences; and provide professional development for area PreK providers.

At the beginning of the 2024 - 2025 school year, there are currently 17 students in our 6 Pre-K Three classrooms and 20 students in our 6 Pre-K 4 classrooms. The office receives calls on a daily basis from parents asking about enrollment. Currently enrolled students include 91 Head Start students, 101 students meeting eligibility criteria for state PreK funding, and 30 students paying tuition. At present, 27% of students have been identified as English Learners and are served via an ESL program. Four classroom teachers are ESL certified. Approximately 31% of staff are bilingual, including the campus secretary and attendance clerk, who are usually the first point of contact when parents or family members call. Students meeting eligibility requirements as students with disabilities will be served as needed by MISD staff at the PreK Academy. Each student's ARD committee will determine services, programming, and location based upon individual student needs. Special education services are contracted with MISD, and they serve ten percent of our students with speech or resource services.

Students attending Pre-k Academy are predominately Hispanic. The overall student population is 9% white, 74% Hispanic, 16% Black, and 2% Asian. Approximately 90% of Pre-K Academy students are considered economically disadvantaged. This number increases every year, which calls for a greater need for resources for families in the way of food, clothing, and help with utilities. Many Pre-K Academy students live in single-family dwellings; however, families are moving into trailer parks, temporary housing, or doubling up with other family members. Many of these factors qualify students as McKinney Vento. The Pre-K Academy has 20 homeless students which makes up 11% of our campus enrollment.

Teachers were hired following the standards set by TEA for highly qualified personnel. Teachers and assistants must complete ‘new hire’ training before starting in the classroom on topics such as child abuse prevention, civil rights, food handler’s training, 24 hours of Pre-Service training (mainly child development and classroom management), and CPR/First Aid. Teachers receive training and support in classroom management, assessments, progress monitoring and Response to Intervention (RTI,) and any other areas identified by administration and/or staff. Supportive leadership staff will provide individualized support and instruction for teachers. Other training opportunities will be considered on an individualized basis and as needed, such as: Texas School Ready Summer Institute, Academy for Teachers of Young Children, TXAEYC, and Symposium for Early Education. With required training, TSR training and additional training based upon needs identified by the principal, staff will receive more than the required 30 hours of training each year for both childcare licensing and SBEC certification renewal requirements.

All staff are participating in an online Conscious Discipline Course this school year, that provides participants an in-depth implementation of Dr. Becky Bailey’s evidence based, trauma-informed approach to supporting students social-emotional learning.

The Texas Teacher Evaluation and Support System (T-TESS) will be used to encourage teacher growth and improvement. Each teacher will be evaluated using the Texas-Teacher Evaluation and Support System (T-TESS). Teachers will be scored on their progress and student progress throughout the school year. Annual evaluations and improvement plans will be used to support struggling teachers and leaders.

Demographics Strengths

Midland College (MC) has long collaborated with Midland ISD. Building on the foundation of the successful partnership and a successful Child Development and AAT programs, MC will develop a selective admission/cohort program akin to others already in existence at the college. MC faculty in Education and Child Development Early Childhood have worked extensively with early childhood, Head Start, Preschool Program for Children with Disabilities, and gifted and talented in both teaching and administrative roles. The MC Child Development Early Childhood program requires field experiences, and the program is built around practical application assignments that include lesson plan preparation and implementation of developmentally appropriate activities. MC faculty are innovative and reflective; they are continually assessing programs and implementing improvements. MC faculty have experience in communicating with MISD goal/initiatives through new teacher and beginning of the year in-service training. The collaboration with Midland ISD allows for additional opportunities to share resources and training.

A collaborative and positive culture with a focus on our mission and vision aligned with common values and beliefs regarding early childhood education will support retention of high-performing staff.

The PreK Academy is fortunate to have assistance from the community, parents, and Midland College. One Foster Grandparent from Senior Life Midland is currently providing regular assistance in classrooms. This semester, MC psychology students will also be working with PreK Academy students as part of an assignment to understand a young child's cognitive and psycho-social development. They will first come up with ways to test cognitive and psycho-social abilities; then go to the classroom to actually conduct these activities that they have designed. Finally, they will develop an activity that they believe could foster any cognitive skills (e.g., working memory, attention, etc) or social/emotional skills (e.g., empathy, self-awareness, etc.) and administer this in the classroom.

The PreK Academy utilized title funds year to buy books for the reading room and have partnered with the Midland library so students can check out books at our campus with the mobile library service. Students visit the reading room each week and are treated to read-alouds by "Guest Readers." Guest Reader spots are filled by volunteers from the community who have signed up to read to the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The PreK Academy did not meet the goal of 1/3 head start, 1/3 PK eligible and 1/3 tuition students.
Root Cause: The need for seats continues to be 3 year olds who are PK eligible.

Problem Statement 2: The PreK academy needs to evaluate support personnel for the special education population of students.
Root Cause: Growing number of students qualifying for special education, half day leap program (MISD) causes parents to come to the academy for full day programming.

Student Learning

Student Learning Summary

Based on the 24-25 EOY CLI data, Pre-K Academy at Midland College met and exceeded its performance contract goals in literacy, math, and social-emotional learning. The results are as follows:

- 103-115 students or 89% of 4 year olds met their END OF YEAR literacy goal
- 88/100 students or 88% of 3 year olds met their END OF YEAR literacy goal
- 107/115 students or 93% of 4 year olds met their END OF YEAR math goal
- 76/100 students or 76% of 3 year olds met their END OF YEAR math goal
- 111/115 students or 96% of 4 year olds met their END OF YEAR social emotional goal
- 98/100 students or 97% of 3 year olds met their END OF YEAR social emotional goal

Pre-K Academy at Midland College requested a goals revision proposal that is set to go before the MISD board in July of 2025.

Student Learning Strengths

One of the strengths at the academy is our focus on social emotional learning. At the end of the 24-25 school year, 209 out of our 215 students or 97% met or exceeded their social emotional measures on the CLI assessment. The mission of the PreK Academy is to create a safe, developmentally appropriate, and high-quality environment where students have opportunities to learn and this begins with a strong foundation of social emotional skills. I believe this is a true statement to the work of MC PK and a strength.

In the 24-25 school year, intentional focus created these increased in student scores.

Social emotional scores increased from 86% to 96% for 4 year olds and from 71% to 97% for 3 year olds.

Student literacy scores increased from 68% to 89% for 4 year olds and from 51% to 88% for 3 year olds.

Math scores increased from 83% to 93% for 4 year olds and from 66% to 76% for 3 year olds.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Half of MC PKs population is 3 year olds and they require adjusted learning goals based on age and developmental appropriateness.
Root Cause: MC PreK did not have a developmentally appropriate goal for 3 year old literacy that is aligned to MISD 4 year old goals.

School Processes & Programs

School Processes & Programs Summary

The PreK Academy at MC has authority over matters involving academic curriculum and the instructional program, except for Special Education. Midland ISD will have authority to operate, maintain, oversee, and intervene in the Special Education program. These services are provided as part of our holdback payment to Midland ISD. The ARD committee for each individual student will determine services, programming, and location based upon individual student needs.

The PreK Academy at Midland College will utilize the Texas School Ready (TSR) framework, including the CIRCLE progress monitoring tool, and state approved curriculum, Three Cheers for Pre-K, aligned with the Texas Prekindergarten Guidelines and Head start Outcomes.

Texas School Ready (TSR) is a comprehensive preschool teacher training program combining a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. The goal of this program is to help children be better prepared for school. Using the CIRCLE progress monitoring tool, teachers will utilize grouping and individual progress to develop small groups and individual instruction and target specific skill areas. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time.

Research-based differentiation for small group and individual instruction will be provided to students who are not meeting progress monitoring benchmarks. Ongoing monitoring will be used to evaluate progress and success. The TSR model and state approved curriculum (Three Cheers for PreK) will provide structure for research-based, developmentally appropriate strategies supporting early learners, English Learners, and other special populations.

Ongoing communication between the PreK Academy at Midland College and Midland ISD is maintained through regularly scheduled conference calls.

School Processes & Programs Strengths

The PreK Academy at Midland College has responded aggressively to the community need for improved and expanded PreK education in Midland. Midland College is uniquely positioned to respond to the challenge of increasing the availability of quality Pre-K programming in Midland. Midland College operates the highly respected H. L. Greathouse Children's Center (HLGCC) and the Manor Park Child Care Center, both recognized for quality early childhood education. MC has worked with childcare providers across the community through the Texas School Ready Project (Midland College has been the host institution of Texas School Ready Project (TSR) since 2015. MC provides associate degree programs in both childcare and development and early childhood teacher preparation. MC has highly qualified faculty leadership in the field of early childhood education.

The PreK Academy at Midland College has increased the number of 3- and 4-year-olds receiving quality PreK education at MC from 222 to 279 in 2025-2026 to provide an exemplary PreK education model for other community providers; and provide high quality opportunities for student teaching and other teacher internship experiences.

Shared Goals of the Midland ISD & Midland College Partnership:

- Meet needs of community for expanded quality PreK offerings
- Support MISD goals around innovation, autonomy, and early childhood education
- Support MC strategic vision around attracting talent to the region and training and certifying teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MC needs a school counselor to support the needs of the growing student population, especially at risk and homeless students and families.

Root Cause: Lack of funding, rapid growth of the academy.

Perceptions

Perceptions Summary

MC PreK has adjusted parent engagement activities to in person which has boosted parent interaction and the school home connection. We will begin parent surveys to gain additional information during our annual Title 1 and Orientation sessions. Surveys were administered before the 25-26 school calendar was finalized to ensure alignment between Midland College and MISD.

Staff completed surveys regarding salary, contract length and the calendar. Campus administration is working to create some incentives for staff retention and high performers aside from Teacher incentive allotment and the Midland College compensation updates.

Perceptions Strengths

In planning for the early childhood program, our overall goal is to help children develop the competence to function in a changing world.

Specifically:

- the capacity to trust, respect, and invest emotionally in people
- the ability to act and think independently and to develop self-control
- a feeling of self-worth and self-confidence
- skill in communicating ideas and feelings
- effective interpersonal and social interaction skills
- understanding and organization of information about the physical and social environment
- acquisition and use of problem-solving skills
- curiosity about the world and pleasure in learning and exploring

Midland ISD is committed to ongoing communication with charter applicants as well as the community at large. MISD has educated the public about potential innovative models and processes through community meetings and their leadership engages with the community through Listen and Learn sessions, held at different community locations, thereby ensuring that community members from different city neighborhoods can learn about the opportunities in the district. Throughout the charter application process, MISD ensures that community members are informed and included so that the partnership process is inclusive of all community voices and perspectives.

Ongoing communication between Midland ISD and Midland College is maintained through scheduled weekly conference calls with agendas.

One strength for the 25-26 school year is in purchasing a new application (Avela) to replace Apply Midland which will help parents and charter schools to better support the choice school application and enrollment processes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The PreK academy needs to continually evaluate the number of classes for each age group.
Root Cause: The PreK academy has more 3 year old applicants than 4 year olds and struggles to support the growing number of students who qualify by language only with certified ESL teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Social emotional learning

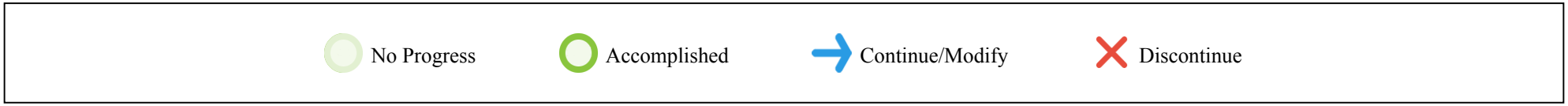
Performance Objective 1: BY May of 2027, 89% of students at MC PK will meet a score of 44 or greater on the CLI assessment.

High Priority

Evaluation Data Sources: CLI assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize a variety of centers in classrooms to promote development of social skills, increase self-awareness, foster language development and extend student learning. **Strategy's Expected Result/Impact:** Student experiences in centers will foster creativity, develop curiosity and initiative, and give students opportunities to practice flexibility on a regular basis **Staff Responsible for Monitoring:** Principal & Teacher **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will attend CPI (Crisis Prevention and Intervention) training. The de-escalation piece will support teachers in managing difficult behaviors while maintaining the expectations to utilize Conscious Discipline in their classrooms. **Strategy's Expected Result/Impact:** Less office visits, fewer student tantrums. **Staff Responsible for Monitoring:** principal, teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Parent Engagement

Performance Objective 1: Campus staff will conduct at least two home visits per year and will facilitate regularly scheduled parent and family engagement activities throughout the year to promote positive family attitudes toward education (Schedule Make and Take, Family Math Night, Bingo for Books, etc.)

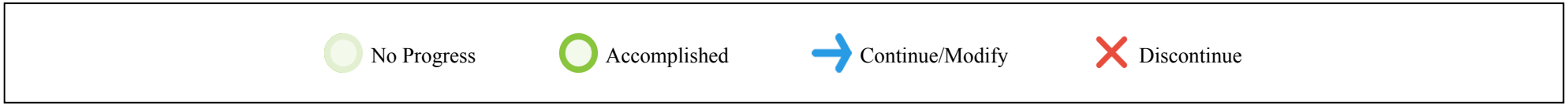
High Priority

Evaluation Data Sources: Various opportunities for parent engagement activities will be available on different days and times in an effort to partner with as many parents and family members as possible and improve student outcomes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Purchase additional materials to extend the number of activities for BLOCK FEST. **Strategy's Expected Result/Impact:** increase the school home connection, increase student math scores **Staff Responsible for Monitoring:** principal, teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus will provide each student with a take home bag shared during parent conferences to continue learning at home. **Strategy's Expected Result/Impact:** Increased readiness from 3 to 4's and then in kindergarten. **Staff Responsible for Monitoring:** teachers and administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus will hold a make and take night in early September when parents and students will create a schedule that mirrors their classroom. **Strategy's Expected Result/Impact:** students learn to utilize daily routines at home and school **Staff Responsible for Monitoring:** teachers, parents				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 3: Instructional Achievement- Literacy & Math

Performance Objective 1: The percent of 4 year olds on track in 2/3 measures on the CLI engage phonological assessment will increase to 92% by May 2027.

The percent of 3 year olds on track in 2/3 measure on the CLI engage phonological assessment will increase to 77% by May of 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CLI, progress monitoring tools

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize footsteps to brilliance as an intervention/ enrichment for students in literacy and math **Strategy's Expected Result/Impact:** increase student outcomes **Staff Responsible for Monitoring:** teachers, principal **Title I:** 2.52, 2.53 **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Instructional Achievement- Literacy & Math

Performance Objective 2: The percent of 4-year-olds on track to score 20 or higher on the CLI Engage math assessment will increase to 96% by 2028. The percent of 3-year-old on track to score 20 or higher on the CLI Engage math assessment will increase to 76% by 2028.

High Priority

HB3 Goal

Evaluation Data Sources: CLI assessment, progress monitoring tools

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize Circle Training by providing students with a variety of classroom centers to promote student mastery literacy and math standards. **Strategy's Expected Result/Impact:** increase literacy and math scores **Staff Responsible for Monitoring:** teachers, administrator **Title I:** 2.51, 2.53				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Instructional Achievement- Literacy & Math

Performance Objective 3: Three year old teachers will implement Heggerty Early Pre-K Phonological Awareness Curriculum.(Teal book). Four year old teachers will implement Heggerty Pre-Kindergarten Phonemic Awareness Curriculum (Purple book).

Evaluation Data Sources: CLI assessment, progress monitoring tools

Goal 3: Instructional Achievement- Literacy & Math

Performance Objective 4: Teachers will begin implementing strategies from Handwriting without Tears.

Goal 4: Increase outcomes for ESL students

Performance Objective 1: Utilize Pre Las for student language testing

Evaluation Data Sources: Prelas assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Purchase online prelas subscription **Strategy's Expected Result/Impact:** align with district and federal guidelines for qualifying language students for PK **Staff Responsible for Monitoring:** administrator **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 263 Title III, Bilingual				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase outcomes for ESL students

Performance Objective 2: Three year old teachers will implement Heggerty Early Pre-K Phonological Awareness Curriculum.(Teal book). Four year old teachers will implement Heggerty Pre-Kindergarten Phonemic Awareness Curriculum (Purple book).

Evaluation Data Sources: CLI assessment, progress monitoring tools

Goal 4: Increase outcomes for ESL students

Performance Objective 3: Teachers will begin implementing strategies from Handwriting without Tears.

Evaluation Data Sources: CLI assessment, progress monitoring tools

Goal 5: Improve outcomes for special education students

Performance Objective 1: Further develop sensory environments/pathways for students

High Priority

HB3 Goal

Evaluation Data Sources: formal and informal observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize sensory paths for breaks when students are overstimulated in the classroom. **Strategy's Expected Result/Impact:** decreased outbursts, increased ability to regulate sensory input. **Staff Responsible for Monitoring:** teachers and administrators **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hire part time resource assistant to push in and support students on IEPs. **Strategy's Expected Result/Impact:** extra support for SPED students, increased progress on IEP goals, fewer disruptions. **Staff Responsible for Monitoring:** teachers and administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Region 18 will provide professional development on individualized and differentiated supports. **Strategy's Expected Result/Impact:** increased outcomes for special education students **Staff Responsible for Monitoring:** teachers and administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Improve outcomes for special education students

Performance Objective 2: Three year old teachers will implement Heggerty Early Pre-K Phonological Awareness Curriculum.(Teal book). Four year old teachers will implement Heggerty Pre-Kindergarten Phonemic Awareness Curriculum (Purple book).

Evaluation Data Sources: CLI assessment, progress monitoring tools

Goal 5: Improve outcomes for special education students

Performance Objective 3: Teachers will begin implementing strategies from Handwriting without Tears.

Evaluation Data Sources: CLI assessment, progress monitoring tools

Goal 6: Build capacity through professional development

Performance Objective 1: The principal and leadership team will attend a conference specific to Early Childhood to align PD with best practices and student data.

High Priority

Evaluation Data Sources: agendas, resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Send campus leader to PreK leadership conference and observation feedback training **Strategy's Expected Result/Impact:** improve and align work with campus needs assessment, continuous improvement **Staff Responsible for Monitoring:** principal, provost				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Build capacity through professional development

Performance Objective 2: Provide differentiated and targeted professional development opportunities for staff.

Evaluation Data Sources: Region 18, notes, slide decks, Implementation in classrooms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will receive professional development targeted to challenging behaviors and special education qualifications. **Strategy's Expected Result/Impact:** increase student outcomes and teacher performance levels. Decrease student behavior, support special populations **Staff Responsible for Monitoring:** admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Region 18 will provide tailor made professional development based on campus needs assessment and walkthrough data provided by the campus principal. **Strategy's Expected Result/Impact:** Increase teacher Ttess proficiency and student performance **Staff Responsible for Monitoring:** administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

255 Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,630.34
				+/- Difference	$5,630.34

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$33,850.00
				+/- Difference	$33,850.00

263 Title III, Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,653.63
				+/- Difference	$3,653.63

IDEA - Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,866.81
				+/- Difference	$12,866.81

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,634.95
				+/- Difference	$2,634.95
				Grand Total Budgeted	$58,635.73
				Grand Total Spent	$0.00
				+/- Difference	$58,635.73

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025