Fort Worth Independent School District

003 South Hills High School

2023-2024 Improvement Plan

Mission Statement

Our **Mission** is...*"Preparing all students for success in college, career and community leadership"*

Vision

Our **Vision** is...*"Fort Worth ISD: Igniting in every child a passion for learning"*

Value Statement

Our **Values** are...

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Hills High School is a twenty-four-year old, Title I campus in Fort Worth ISD located in Fort Worth, TX.

Fort Worth is the fifth-largest city in the U.S. state of Texas and the 13th-largest city in the United States.[8] It is the county seat of Tarrant County, covering nearly 350 square miles (910 km2) into four other counties: Denton, Johnson, Parker, and Wise. According to a 2022 United States census estimate, Fort Worth's population was 958,692. Fort Worth is the second-largest city in the Dallas–Fort Worth–Arlington metropolitan area, which is the fourth most populous metropolitan area in the United States.

In 2010's American Community Survey census estimates there were 291,676 housing units, 261,042 households, and 174,909 families. Fort Worth had an average household size of 2.78 and the average family size was 3.47. A total of 92,952 households had children under 18 years living with them. There were 5.9% opposite sex unmarried-partner households and 0.5% same sex unmarried-partner households in 2010. The owner-occupied housing rate of Fort Worth was 59.0% and the renter-occupied housing rate was 41.0%. Fort Worth's median household income was $48,224 and the mean was $63,065. An estimated 21.4% of the population lived at or below the poverty line.

In 2018, 38.2% of Fort Worth was non-Hispanic white, 18.6% Black or African American, 0.4% American Indian or Alaska Native, 4.8% Asian American, 0.1% Pacific Islander, 2.1% from two or more races, and 35.5% Hispanic or Latino (of any race), marking an era of diversification in the city limits.

A study determined Fort Worth as one of the most diverse cities in the United States in 2019. For contrast, in 1970, the U.S. Census Bureau reported Fort Worth's population as 72% non-Hispanic white, 19.9% black, and 7.9% Hispanic or Latino. By the 2020 census, continued population growth spurred further diversification with 36.6% of the population being non-Hispanic white, 34.8% Hispanic or Latino American of any race, and 19.2% Black or African American; Asian Americans increased to forming 5.1% of the population, reflecting nationwide demographic trends at the time.

South Hills High School's student groups include 41% English Learners (ELs), 9% Special Education, and 91% are economically disadvantaged. South Hills High School's population is 87.6% Hispanic, 7.7% African American, and 3.3% White. 65% of South Hills students speak Spanish at home.

South Hills High School School employs a high-quality, talented staff. South Hills High School's staff does not mirrors the student groups with regards to ethnicity. Staff population is 63% White, 20% Hispanic, 14% African American, and 2% Asian. The turnover rate among our staff is low because people love to work at South Hills High School.

Student enrollment at South Hills High School has stayed steady for the last 6 years at around 1850 students. Attendance rates were high (95%) prior to the COVID-19 pandemic. Attendance rates continued to drop as "regular school" came in to session with students back on the campus for the 2021-2022 school year. For the 2022-2023 school year, the Attendance Committee voted to enforce a strict present vs absent policy that has increased the amount of time the students are in class.

Credit Restoration for FALL 2022 after denial of credit allowed 9585 out of 14,941 courses to be restored to students' transcripts. 6% of students are behind in credits.

Demographics Strengths

82% of our students feel they are treated fairly, 70% have culturally diverse friendships, and 63% have classes with a diverse group of students.

Dual Credit is offered with TCC

Paid and Unpaid Internships are offered for certain CTE pathways

City of Fort Worth is partnering with CTE to offer outstanding seniors jobs

Partnership with the UT OnRamps program

Guest speakers; tours with special groups like Upward Bound, PTech, Robotics, CTE, Culinary, etc.

5 out of 8 students were awarded TCU Community Scholars

Problem Statements Identifying Demographics Needs

Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners in (-7%) and SpEd (-25%) student groups as compared with the All Students group. **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework.

Problem Statement 2 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause:** Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Student Learning

Student Learning Summary

		All Students	AA	H	W	Asian	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (ALL)	Special Ed (Current)	Special Ed (Former)
STAAR Performance												
SOUTH HILLS H S (220905003) - FORT WORTH ISD - TARRANT COUNTY												
All Grades All Subjects												
At Approaches Grade Level or Above	2022	63%	60%	63%	57%	83%	73%	63%	56%	58%	30%	38%
	2021	59%	55%	59%	70%	77%	55%	58%		53%	40%	57%
	2019	68%	61%	69%	74%	58%	77%	68%		68%	33%	51%
At Meets Grade Level or Above	2022	28%	23%	28%	37%	44%	27%	28%	20%	22%	13%	6%
	2021	29%	25%	29%	42%	50%	30%	28%		21%	19%	21%
	2019	38%	29%	40%	43%	42%	46%	38%		36%	16%	26%
At Masters Grade Level	2022	5%	3%	5%	11%	6%	7%	5%	2%	3%	2%	0%
	2021	4%	4%	4%	11%	9%	0%	4%		2%	5%	7%
	2019	9%	5%	10%	10%	25%	8%	9%		7%	3%	16%

Student Learning Strengths

Students continued to receive instruction at SHHS in English I with Pre-AP curriculum from CollegeBoard showing improved abilities in writing and reading analytically.

IXL being used in the math classes.

Tutorials offered Monday-Thursday for 1.5 hours.

Most subjects were steadily trending upward before the pandemic and Approaching Grade Level has improved over 2021 in almost all areas.

Teachers and staff worked together to provide students with multiple opportunities to make-up work (even for the prior semester).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause:** Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Problem Statement 2: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners in (-7%) and SpEd (-25%) student groups as compared with the All Students group.   **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework.

School Processes & Programs

School Processes & Programs Summary

The South Hills High School Google site created by administrators in 2020 continues to be used to house important information and resources for students and staff.

South Hills High School has two Instructional Specialists that support teacher pedagogical growth. One is QTEL (Quality Teaching for English Learners) certified Professional Developer and has attended multiple QTEL Institutes.

South Hills administrators encourage all teachers to attend QTEL Building the Base Institutes for their discipline. Souh Hills plans to host the 4 day institute in August.

The AVID program is also expanding and works well with QTEL. More teachers will be attending AVID training during the summer of 2023.

School Processes & Programs Strengths

South Hills High School has many pathways to success for our students including but not limited to:

- WEB classes
- tutoring from teachers and from National Honor Society members
- Saturday school and after school credit recovery
- petitions for credit recovery
- Success Center
- Go Center
- access to highly qualified counselors and teachers
- access to higher education testing such as the ACT/SAT/TSI
- strong fine arts dept
- strong sports programs
- a myriad of after school clubs such as Art Club, Gaming Club, Environmental Club, Guitar Club, etc.
- access to programs of choice such as Digital Graphics and Gaming, Culinary Arts, and TAFE

New teachers are accepted and supported within their departments.

We have Scorpiontation (freshman orientation) each year to help our freshman transition from middle school to high school. Freshman students are also on teams and are mostly located within the H building. The freshman success center is another tool for our freshman students to keep up their grades and attendance and work on any behavior issues if needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners in (-7%) and SpEd (-25%) student groups as compared with the All Students group.   **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework.

Problem Statement 2 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause:** Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions

Perceptions Summary

South Hills High School places a priority on creating a family and community-friendly school environment. We have two Parent Coordinators that lead family and community engagement initiatives in English and Spanish. We know communication is a key way to engage parents and the community. In addition to school events posted on the marquee and Blackboard call-outs, South Hills High school uses Facebook, Twitter, and posts messages to the FOCUS portal. Many teachers and counselors use the Remind app to send messages to students and parents. Even with the use of these resources, it has been a challenge to communicate when there is inaccurate contact information in FOCUS.

South Hills High School leads the South Hills Pyramid. Our goals are to create a positive relationship with the community and feeder schools. The feeder schools and community are invited to many on-campus events (carnival, Fine Arts Fair, Senior Walks, etc.) with more events being planned for in the coming years.

South Hills has also partnered with Redemption Hill Church to hold services in the auditorium on Sundays.

Perceptions Strengths

Parents and community stakeholders view our school positively. Many parents feel their kids are safe and are learning here at South Hills High School. They feel welcomed and comfortable coming to the school as well as communicating with teachers and staff. SHHS has a very active and successful booster clubs for many of our sports teams and other programs such as band.

South Hills High School is very well-liked by substitute teachers. They stated that this is their favorite school to be at and that the students are well behaved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause:** Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Problem Statement 2: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners in (-7%) and SpEd (-25%) student groups as compared with the All Students group. **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework.

Priority Problem Statements

Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).
Root Cause 1: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).
Root Cause 2: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).
Root Cause 3: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).
Root Cause 4: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- PSAT
- Student failure and/or retention rates

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
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

District Goals

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade-level benchmark in reading on PSAT from 30% to 40% by May 2024.
Increase the percentage of ELL students from 18.9% to 22% by May 2024.

Evaluation Data Sources: PSAT

Strategy 1: Data Analyst

Strategy's Expected Result/Impact: No testing incidents
Data dissemination

Staff Responsible for Monitoring: Admin

Title I:
2.4
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Data Analyst	**Formative**			**Summative**
Date(s) / Timeframe: August 2023	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-003-30-510-000000-24F10 - $76,975				

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 2: Increase the percentage of first-time testers who score at Meets or above on STAAR English I & II from 48% to 55% by May 2024.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by May 2024.

    Evaluation Data Sources: 2021 STAAR Performance Texas schools.gov

Strategy 1: Teachers, coaches, and administration will attend quality professional development and have job-embedded coaching throughout the year.
Professional Development/support in implementation of QTEL.
Quality Teaching for English Learners directly aligns with the needs of our students (80% speak another language at home)

    Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of evidence-based best practices to positively impact student literacy achievement with a focus on Emerging Bilinguals (EBs) & Special Education Students.

    Staff Responsible for Monitoring: Administrators

    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

    Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			

Action Step 1: Implementation of QTEL strategies, coaching, and continuous professional learning throughout all contents and special populations.
 	
    Intended Audience: Teachers, Instructional Coach, and Administrators
    Provider / Presenter / Person Responsible: Instructional Coach and Administrators
    Date(s) / Timeframe: August through May
    Collaborating Departments: Across all contents
    Delivery Method: PLCs and PD
 	
    Funding Sources: Purchase supplies and materials needed to implement the strategy. - Title I (211) - 211-11-6399-04N-003-30-510-000000-24F10 - $71,843.39, Subs - Title I (211) - 211-11-6112-0PD-003-30-510-000000-24F10 - $12,000, Teachers to work after school tutorials and Saturday Schools - Title I (211) - 211-11-6116-04N-003-30-510-000000-24F10 - $35,000, Professional Development - Title I (211) - 211-13-6411-04N-003-30-510-000000-24F10 - $5,000, Professional Development - Title I (211) - 211-23-6411-04N-003-30-510-000000-24F10 - $10,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: Use innovative methods to implement listening, speaking, reading, writing, and interactions.
    Intended Audience: Teachers and students
    Provider / Presenter / Person Responsible: Durbin
    Date(s) / Timeframe: August through May
    Collaborating Departments: Across all contents
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2024.
Increase the percentage of ELL students from 9% to 14% by May 2024.

    Evaluation Data Sources: ADQ

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

    Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2023.
Increase the percentage of ELL students from 9% to 14% by May 2023.

    Staff Responsible for Monitoring: Admin

    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

    Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for student learning off campus.	**Formative**			**Summative**
Intended Audience: Teachers and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Durbin				
Date(s) / Timeframe: August through May				
Funding Sources: Academic Field trips & extra learning opportunities - Title I (211) - 211-11-6412-04N-003-30-510-000000-24F10 - $70,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 31% to 36% by May 2024. And the percentage of ELL students from 26% to 31% by May 2024.

> **Evaluation Data Sources:** ADQ

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

> **Strategy's Expected Result/Impact:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2023.
> Increase the percentage of ELL students from 9% to 14% by May 2023.
>
> **Staff Responsible for Monitoring:** Admin
>
> **Title I:**
> 2.4, 2.6
> **- TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
> **- ESF Levers:**
> Lever 3: Positive School Culture, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide teachers with rigorous materials and opportunities for student learning off campus.	**Formative**			**Summative**
Intended Audience: Teachers and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Rodrigo Durbin				
Date(s) / Timeframe: August through May				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 49% to 60% by May 2024. Increase the percentage of ELL students from 40% to 50% by May 2024.

    Evaluation Data Sources: ADQ CIP EOY

Strategy 1: Expand resources available in the GO Center

    Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 65% to 70% by May 2023. Increase the percentage of ELL students from 62% to 67% by May 2023.

    Staff Responsible for Monitoring: Admin & GO Center Staff

    Title I:
2.4, 2.6
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture

    Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and materials needed to implement the strategy	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: August through May				
Funding Sources: Purchase supplies and materials needed to implement the strategy - Title I (211) - 211-11-6396-04N-003-30-510-000000-24F10 - $5,000, Purchase supplies and materials needed to implement the strategy - Title I (211) - 211-11-6398-04N-003-30-510-000000-24F10 - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022). **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 51% to 56% by May 2024.
Increase the percentage of ELL students from 50% to 55% by May 2024.

> **Evaluation Data Sources:** ADQ CIP EOY

Strategy 1: Strategic scheduling geared towards meeting CCMR

> **Strategy's Expected Result/Impact:** Increase the percentage of Grade 9 students "On Track" from 51% to 56% by May 2024.
> Increase the percentage of ELL students from 50% to 55% by May 2024.
>
> **Staff Responsible for Monitoring:** Counselors
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Connect high school to career and college
>
> **Problem Statements:** Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Develop CCMR plan with counselors - what counts toward CCMR?	Formative			Summative
Intended Audience: Counselors and Admin	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: Aug - May				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 65% to 70% by May 2024.
Increase the percentage of ELL students from 60% to 65% by May 2024.

Evaluation Data Sources: ADQ CIP EOY

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs. Offer a trailer class in Spring

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 65% to 70% by May 2024. Increase the percentage of ELL students from 60% to 65% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Identify students for trailer class	**Formative**			**Summative**
Intended Audience: Counselors	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: December				

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 7% to 12% by May 2024.
Increase the percentage of ELL students from 3% to 8% by May 2024.

Evaluation Data Sources: ADQ CIP EOY

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

Strategy's Expected Result/Impact: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 7% to 12% by May 2024.
Increase the percentage of ELL students from 3% to 8% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide teachers with rigorous materials and opportunities for student learning off campus.	**Formative**			**Summative**
Intended Audience: Teachers and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: aug-may				
Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-003-24-243-000000- - $25,976, - SPED (199 PIC 23) - - $15,785, - CTE (199 PIC 22) - - $40,734, - Gifted & Talented (199 PIC 21) - - $4,325				
0% No Progress 100% Accomplished Continue/Modify ❌ Discontinue				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 34% to 15% by May 2024.

Evaluation Data Sources: ADQ CIP EOY

Strategy 1: Hire Family Communication Specialist.

Strategy's Expected Result/Impact: Parent conferences; decrease in excessive absences

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hire Family Communication Specialist.	**Formative**			**Summative**
Intended Audience: Parents, students, & staff	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2023				
Funding Sources: Family Communication Specialist - Title I (211) - 211-61-6129-04L-003-30-510-000000-24F10 - $48,666				

0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).　**Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Perceptions
Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 819 to 500 by May 2024. Decrease the number of discipline referrals by school personnel for African American students from 18% to 8% by May 2024.

Evaluation Data Sources: ADQ

Strategy 1: Freshman Success Coach

Strategy's Expected Result/Impact: Decrease in discipline referrals

Staff Responsible for Monitoring: Admin

Title I:
2.5, 2.6, 4.1
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Freshman Success Coach	**Formative**			**Summative**
Date(s) / Timeframe: July 2023	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Freshman Success Coach - Title I (211) - 211-13-6119-04N-003-30-510-000000-24F10 - $84,472				

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

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students from 10% to 5% by May 2024.

Evaluation Data Sources: ADQ CIP EOY

Strategy 1: TA III

Strategy's Expected Result/Impact: Supervision of ISS/OCI

Staff Responsible for Monitoring: Admin

Title I:
2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: TA III	**Formative**			**Summative**
Date(s) / Timeframe: August 2023	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: TA III - Title I (211) - 211-11-6129-04N-003-30-510-000000-24F10 - $27,381				

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

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Host monthly student and parent engagement activities during and outside of regular school hours with a total of at least 10 by May 2024.

    Evaluation Data Sources: SHHS Calendar

Strategy 1: Retain Family Communication Specialist

    Strategy's Expected Result/Impact: SHHS events

    Staff Responsible for Monitoring: Admin

    Title I:
2.6, 4.1, 4.2
    - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

    Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Retain Family Communication Specialist	**Formative**			**Summative**
Date(s) / Timeframe: August 2023	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Family Communication Specialist - Title I (211) - 211-61-6129-04L-003-30-510-000000-24F10 - $57,486				
Action Step 2 Details	Reviews			
Action Step 2: Purchase supplies and materials needed to implement the strategy.	**Formative**			**Summative**
Intended Audience: Students and families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Family Communication Specialist & Admin				
Date(s) / Timeframe: August through May				
Funding Sources: Purchase supplies and materials needed to implement the strategy. - Parent Engagement - 211-61-6399-04L-003-30-510-000000-24F10 - $3,076				

Action Step 3 Details	Reviews			
Action Step 3: Purchase supplies and materials needed to implement the strategy.	Formative			Summative
Intended Audience: Students and families	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Family Communication Specialist & Admin				
Date(s) / Timeframe: August through May				
Funding Sources: Purchase supplies and materials needed to implement the strategy. - Parent Engagement - 211-61-6499-04L-003-30-510-000000-24F10 - $8,000				

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

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.
School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high from 4% (Fall 2019) to 18% (Fall 2020) to 23% (Fall 2021) and now 16% (Fall 2022).   **Root Cause**: Students are still struggling with time management and "normal" school routines/behaviors due to trauma during the pandemic.

Campus Funding Summary

					Title I (211)		
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-003-30-510-000000-24F10	$76,975.00
1	2	1	1	Professional Development	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-003-30-510-000000-24F10	$5,000.00
1	2	1	1	Teachers to work after school tutorials and Saturday Schools	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-003-30-510-000000-24F10	$35,000.00
1	2	1	1	Purchase supplies and materials needed to implement the strategy.	Supplies and materials for instructional use	211-11-6399-04N-003-30-510-000000-24F10	$71,843.39
1	2	1	1	Subs	Subs for professional development	211-11-6112-0PD-003-30-510-000000-24F10	$12,000.00
1	2	1	1	Professional Development	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-003-30-510-000000-24F10	$10,000.00
2	1	1	1	Academic Field trips & extra learning opportunities	Transportation costs for students	211-11-6412-04N-003-30-510-000000-24F10	$70,000.00
3	1	1	1	Purchase supplies and materials needed to implement the strategy	Equipment	211-11-6398-04N-003-30-510-000000-24F10	$5,000.00
3	1	1	1	Purchase supplies and materials needed to implement the strategy	Technology for instructional use	211-11-6396-04N-003-30-510-000000-24F10	$5,000.00
4	1	1	1	Family Communication Specialist	Family Engagement Specialist	211-61-6129-04L-003-30-510-000000-24F10	$48,666.00
4	2	1	1	Freshman Success Coach	Freshman Success Coach	211-13-6119-04N-003-30-510-000000-24F10	$84,472.00
4	3	1	1	TA III	Teacher Assistant	211-11-6129-04N-003-30-510-000000-24F10	$27,381.00
4	4	1	1	Family Communication Specialist	Family Engagement Specialist	211-61-6129-04L-003-30-510-000000-24F10	$57,486.00
						Sub-Total	$508,823.39
						Budgeted Fund Source Amount	$508,823.39
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-003-24-243-000000-	$25,976.00
						Sub-Total	$25,976.00
						Budgeted Fund Source Amount	$25,976.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Purchase supplies and materials needed to implement the strategy.	Supplies and materials for parental involvement	211-61-6399-04L-003-30-510-000000-24F10	$3,076.00
4	4	1	3	Purchase supplies and materials needed to implement the strategy.	Snacks for Parents to promote participation	211-61-6499-04L-003-30-510-000000-24F10	$8,000.00
						Sub-Total	$11,076.00
						Budgeted Fund Source Amount	$11,076.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$4,325.00
						Sub-Total	$4,325.00
						Budgeted Fund Source Amount	$4,325.00
						+/- Difference	$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$40,734.00
						Sub-Total	$40,734.00
						Budgeted Fund Source Amount	$40,734.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$15,785.00
						Sub-Total	$15,785.00
						Budgeted Fund Source Amount	$15,785.00
						+/- Difference	$0.00
						Grand Total Budgeted	$606,719.39
						Grand Total Spent	$606,719.39
						+/- Difference	$0.00

Addendums

South Hills High School

Site Based Decision Making Meeting

September 27th, 2023

Agenda

Welcome and Introductions –

Jennifer Alvarez	Joan Rhea
Claudia Coronado	Miriam Rodriguez
Rodrigo Durbin	Jodi Sarber
Rhakira Foster	Elizabeth Soriano
Alexandria Greear	Jared Womble
Fred Jahns	Alice Zamora
Jennifer Kleiber	
Jennifer Pozos	

Review Current Enrollment: 1909

Review SBDM Guidelines – See Attached

Review Title 1 Budget
    Title 1 Budget – See attached report

Upcoming Events:
    Open House
    Homecoming Week
    Homecoming Parade – Cancelled
    Testing Schedule

Review CERC/DERC

Questions, Comments, & Concerns

Adjourn

South Hills High School

Site Based Decision Making Meeting

September 27th, 2023

Minutes

Attendance – See attached sign in sheet

Committee reviewed current enrollment of 1909 students.

Committee review rules and guidelines of SBDM – see attached pdf

Committee approved the Title 1 Budget changes as listed. See attached transfer request form.

Committee review upcoming SHHS events, including Open House, Homecoming Week, cancelling the Homecoming Parade, and the testing schedule.

No new questions, comments, or concerns.

Meeting adjourned.

Site-Based Decision Making Committee

Meeting Date: September 27, 2023

3:45 PM

Main Office

Committee Role	Name	Position	Signature
Classroom Teacher 1	Joan Rhea	Teacher	*(signature)*
Professional Non-Teaching Staff	Miriam Rodriguez	Parent Engagement	*(signature)*
DERC Representative 1	Jodi Sarber	Teacher	*(signature)*
Classroom Teacher 3	Rhakira Foster	Teacher	*(signature)*
Classroom Teacher 4	Jennifer Alvarez	Teacher	*(signature)*
Administrator	Rodrigo Durbin	Principal	*(signature)*
Administrator	Jennifer Kleiber	Assistant Principal	*(signature)*
DERC Representative 2	Fred Jahns	Librarian	*(signature)*
Parent 1	Alexandria Greear	Parent	*(signature)*
Community Representative 1	Jared Womble	Community Member	*(signature)*
District-level Professional	Alice Zamora	District Level Professional	*(signature)*
Community Representative 2	Jennifer Pozos	Community Representative 2	*(signature)*
Parent 2	Elizabeth Soriano	Parent 2	*(signature)*
Professional Non-Teaching Staff	Claudia Coronado	Professional Non-Teaching Staff	*(signature)* Claudia Coronado

TITLE I BUDGET TRANSFER
REQUEST FORM

Fort Worth
INDEPENDENT SCHOOL DISTRICT
Grants & Development Department

To: Federal Programs

From: **SOUTH HILLS HS #003**   **817-814-7000 ext. 7097**
        Campus Location/ Number   Phone Number (ext.)

I am requesting the grants and development department transfer funds
from the following account(s) into other account(s). I attest that the transfer is allowable
per the "Procdures for Budgrt Request" guidelines.

BUDGET TRANSFER FROM:

211-##-####-###-###-30-510-000000-23F10		AMOUNT
211-11-6398-04N-003-30-510-000000-24F10		5,000.00
211-11-6399-04N-003-30-510-000000-24F10		5,000.00
Total amount to be decreased:		**$10,000.00**

BUDGET TRANSFER TO:

211-##-####-###-###-30-510-000000-23F10		AMOUNT
211-11-6112-04N-003-30-510-000000-23F10		5,000.00
211-12-6329-04N-003-30-510-000000-24F10		5,000.00
Total amount to be increased:		**$10,000.00**

(TOTALS FOR INCREASE & DECREASE MUST BALANCE)

EXPLANATION FOR BUDGET TRANSFER(S):

ALLOCATE FUNDS FOR PURCHASE OF LIBRARY BOOKS

REQUESTOR NAME: Yesenia Moreno   DATE: 9/27/2023
APPROVER NAME: Rodrigo Durbin   DATE: 9/27/2023