

**Fort Worth Independent School District
085 Marine Creek Collegiate High School
2024-2025 Campus Improvement Plan**



Mission Statement

Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

Vision

MCCHS will continue to develop and refine our navigational systems and approaches to support students as they embark on their chosen journey.

Value Statement

Service

Honesty
Accountability
Respect
Kindness
Scholarship

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Comprehensive Needs Assessment

Revised/Approved: February 29, 2024

Demographics

Demographics Summary

In collaboration with Tarrant County College (TCC) Northwest Campus, Marine Creek Collegiate High School (MCCHS) was developed in 2010 to give students the opportunity to graduate with a high school diploma, an associate degree, and advanced skills for the 21st century workplace.

Housed on the beautiful TCC Northwest Campus, MCCHS is a Fort Worth ISD Gold Seal School of Choice focusing on high academic achievement and equipping scholars with high level college readiness skills. Because of this intense focus on academics, MCCHS only offers UIL academic competitive teams.

COURSE OFFERINGS:

Marine Creek Collegiate High School offers an Associate of Arts degree with the following high school diploma endorsements options:

- *Arts and Humanities*
- *Multidisciplinary Studies*
- *STEM (Science, Technology, Engineering, Math)*

Mission Statement

- Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

Vision Statement

- MCCHS will continue to develop & refine our navigational systems and approaches to support students as they embark on their chosen journey.

Values

- *Service*
- *Honesty*
- *Accountability*
- *Respect*
- *Kindness*
- *Scholarship*

Demographics Strengths

MCCHS continues to recruit and serve at-risk, economically disadvantaged students that represent our communities in FWISD.

For Early College with TEA:

Economically Disadvantage 79.5% (No more than 10% points under district (grades 9-12)) (Last year - 83%)

At-Risk 50.6% (No more than 25% points under district (grades 9-12)) (Last Year 48%)

These data are for informational purposes ONLY and are not used to determine an ECHS's designation status:

Hispanic: 83.73% (85.38% - last year)

African American: 8.13% (6.54% - last year)

White: 6.02% (6.15% - last year)

Other: 0.62% (1.92% - last year)

Male: 45.78% (43.27% - last year)

Total student for 2024-2025: (332 - last year)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students. **Root Cause:** MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area.

Problem Statement 2: MCCHS targets students that reflect the FWISD demographics during recruitment. **Root Cause:** MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area.

Student Learning

Student Learning Summary

MARINE CREEK COLLEGIATE H S earned an A (97) 2021-2022 for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

MCCHS earned 2 distinction designations, or awards for outstanding performance.

- Comparative Academic Growth
- Comparative Closing the Gaps

The scores for 2022 - 2023 pending.

Student Learning Strengths

MCCHS EOC scores compared to district/state average:

Algebra I: Approaches 98% (61% FWISD), Meets 80% (20% FWISD), Masters 51% (7% FWISD)
English I: Approaches 85% (58% FWISD), Meets 61% (34% FWISD), Masters 12% (5% FWISD)
English II: Approaches 93% (62%FWISD), Meets 80% (37% FWISD), Masters 10% (3% FWISD)
US History: Approaches 100% (90% FWISD), Meets 81% (57% FWISD), Masters 38% (25% FWISD)
Biology: Approaches 100% (78% FWISD), Meets 82% (31% FWISD), Masters 29% (7% FWISD)

MCCHS 98.7% CCMR Graduation seniors (Class of 2024)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

Problem Statement 2: MCCHS Students are not performing well consistently during the grading cycle. **Root Cause:** Lack of Tier 2 intervention strategies.

Problem Statement 3: MCCHS Students are not fully engaged during lessons. **Root Cause:** Lack of relationship-building practices and culturally responsive teaching strategies.

Problem Statement 4: Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. **Root Cause:** In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.

School Processes & Programs

School Processes & Programs Summary

Marine Creek Collegiate High School ensures that stakeholders in our learning community are invested in the progression of sustainable success instructionally through AVID, ECHS-specific, Pre-AP College Board, and Gifted and Talented certification training. As an AVID schoolwide campus, our goal is to be certified with distinction within five years. To ensure and maintain a college going culture and expectation, all grade levels visit at least two universities. One within and one outside of the Dallas-Fort Worth Area. Additionally, all grade levels serve through participation in one community service project per school year. For greater learning community impact and connection, MCCHS implements a dedicated parent night each semester, and remains diligent with fostering the relationship with TCC Northwest Campus, and seeks opportunities to solidify community investment through the success of the MCCHS Golf Tournament.

School Processes & Programs Strengths

Marine Creek College High School will facilitate and implement goals to increase the level and quality of Tier I instruction through monitoring best practices in differentiate instruction, formative assessment, checking for understanding, questioning techniques, and embedded technology. FWISD Professional Development will provide support and curricular resources for sustainable Tier I instructional implementation. MCCHS administration, leadership, and instructional teams will revisit campus wide lesson plans, review lesson cycles that produce high quality instruction ("I Do, We Do, You Do") through Department PLCs, model AVID strategies at every faculty meeting, and conduct ECHS-specific training between TCC Northwest and MCCHS staff will foster greater opportunities for collegiality and collaboration for student success. The MCCHS leadership team will also facilitate processes to evaluate our college going culture by assessing expectations during college level visits and collaborating with funding sources for continued support for transportation for college visits and service projects. To increase our family and community engagement, we will plan PTA recruiting campaigns (events and fundraisers), recruit support from local businesses, and find innovative ways to reach out Spanish speaking parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Problem Statement 2: Struggle with high passing rate during progress report. **Root Cause:** Not enough direct parent contact outside of blackboard and lack of incentive to pass come progress report time.

Problem Statement 3: MCCHS lacks parent involvement and engagement. **Root Cause:** Language barrier and work schedules.

Perceptions

Perceptions Summary

Marine Creek Collegiate High School has created a safe and secure learning environment where students are encouraged to take risks, overcome challenges, and celebrate growth (both academic and personal). From our freshman orientation to our graduation celebration, we foster student independence and self-sufficiency. Our students are equipped and empowered to meet the challenges of their college classes, both now and in the future of their educational journeys.

Our campus is an inclusive environment that fosters the intrinsic motivation and cultivates the individual strengths of every student. As a campus community, we value the diversity of our student body and provide culturally relevant instruction. By establishing the AVID program schoolwide, we provide additional support and refine important academic skills in our dually-enrolled students. We utilize our advisory period to mentor students, strengthen relationships, and monitor student progress, sharing in the joys and challenges of each individual academic journey. Our faculty and staff invest their time and talents into multiple extracurricular opportunities for our students, supporting the enrichment and holistic development of each individual.

At Marine Creek, every stakeholder is a valued and respected member of our campus community. Administrators and teachers work in close collaboration, sharing innovative ideas to improve the quality of Tier I Instruction. Our accomplishments at Marine Creek would not be possible without the exceptional partnership that we share with Tarrant County College and the relationships we nurture with our students' parents/guardians and local community.

Perceptions Strengths

Needs updated by new 24-25 Principal or Executive Director.

Leadership does an excellent job of inspiring and fostering a positive educational and work community. Most believe that the environment is positive. Leadership is supportive, leadership inspires by sharing knowledge and wisdom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): MCCCHS faculty lack connectedness and healthy relationships . **Root Cause:** MCCCHS misunderstanding and miscommunication within the entire campus team.

Problem Statement 2: MCCCHS staff and leadership transparency. **Root Cause:** Lack of time for department/PLC time due to campus schedule.

Problem Statement 3: Student Engagement is Low. **Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.

Priority Problem Statements

Problem Statement 1: MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students.

Root Cause 1: MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area.

Problem Statement 1 Areas: Demographics

Problem Statement 2: TSI math scores are low for students entering 11th grade.

Root Cause 2: Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: MCCHS students struggle to maintain passing rates throughout the school year.

Root Cause 3: MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: MCCHS faculty lack connectedness and healthy relationships .

Root Cause 4: MCCHS misunderstanding and miscommunication within the entire campus team.

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

- District goals
- Campus 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

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
- 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.
- 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% by August 20245.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 48%/51% to 58%/61% by May 2025.

Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48%/51% to 58%%/61% by May 2025.

Strategy 1: During our Advisory & Study Skills all students will be working from 11:00 - 11:45 on the following items on-line: PSAT, SAT, ACT, TSI, TX EOCs, and Dual Credit (9+ hours). Students will also be traveling with teachers to visit at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area.

Strategy's Expected Result/Impact: Our PLC & MCCHS Leadership Team will meet regularly and discuss best practices to reach campus goals.

Staff Responsible for Monitoring: Instructional Leadership Team with guidance from Campus Coordinator will monitor twice every six weeks and during our coaching conversations with each individual teacher. Purchase supplies, materials, and resources for classroom instruction.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, 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 | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: All students will attend with teacher and parents at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area.</p> <p>Intended Audience: All Students travel cost, Subs for Teachers and Teacher extra-duty pay</p> <p>Provider / Presenter / Person Responsible: AVID Coordinator, Leadership and Site Teams</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: AVID</p> <p>Delivery Method: College/University Visits</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04N-085-30-510-000000-25F10 - \$3,784, - TITLE I (211) - 211-11-6412-04N-085-30-510-000000-25F10 - \$30,000, - TITLE I (211) - 211-11-6112-0PD-085-30-510-000000-25F10 - \$4,000, - BEA (199 PIC 25) - 199-11-6399-001-085-25-243-000000 - \$995</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: TSI math scores are low for students entering 11th grade. Root Cause: Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.</p> |

Goal 1: Early Literacy

Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% by August 20245.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 73% to 80% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: EOC English I & II Spring 2025

Strategy 1: Ensure that all teachers, counselors, admin, and all other support staff are trained in AVID & using as many strategies as possible learned from TEA/MCCHS/ECHS/AVID professional development.

Strategy's Expected Result/Impact: Will meet with all departments at least once a month and discuss what supplies, materials, programs, reading materials, etc.. are need for all classrooms.

Staff Responsible for Monitoring: Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. And meet with Department coaches as needed to meet campus goals. Purchase supplies, materials, reading materials, and resources for classroom instruction.

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: MCCHS Teachers and Counselors will attend AVID SI 2025 in June. All new teachers must attend and those needing an update.</p> <p>Intended Audience: MCCHS Teachers Provider / Presenter / Person Responsible: AVID Institute Date(s) / Timeframe: June 2025 Collaborating Departments: AVID Delivery Method: AVID SI 2025</p> <p>Funding Sources: - TITLE I (211) - 211-13-6411-04N-085-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-31-6411-04N-085-30-510-000000-25F10 - \$1,000</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Purchase supplies, materials, reading materials(books, novels, on-line subscriptions), resources for classroom instruction, calculators, etc...</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers and Leadership Team Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: All PLCs Delivery Method: In all classrooms</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-085-24-243-000000- - \$2,873, - TITLE I (211) - 211-11-6399-04N-085-30-510-000000-25F10 - \$2,000, - GT (199 PIC 21) - \$2,037, - CTE (199 PIC 22) - \$123, - SPED (199 PIC 23) - \$738</p> | Formative | | Summative | |
| | Nov | Jan | Mar | 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:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. Root Cause: MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.</p> |

Goal 1: Early Literacy

Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% by August 20245.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 84% to 90% by May 2025. Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 80% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: FWISD Benchmarks & EOC for English I & II

Strategy 1: Support students in tutoring as needed and during our "Sink or Swim" Nights to lower the students that are failing classes each six weeks.

Strategy's Expected Result/Impact: Lower Failure Rates each Six Weeks

Staff Responsible for Monitoring: All Teachers and Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Students that are failing 1 or more classes will attend 6 after school sessions during the fall and spring semester so that they will remain on track to graduate from high school.</p> <p>Intended Audience: Students that are failing 1 or more classes.</p> <p>Provider / Presenter / Person Responsible: All teachers and Leadership Team</p> <p>Date(s) / Timeframe: Sept. 2024 to May 2025</p> <p>Collaborating Departments: All Departments</p> <p>Delivery Method: In-person for 2 hours from 3:40 to 5:40 for each "Sink or Swim" Night</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Goal 2: Early Math

Increase the percentage of Algebra I students who score at meets grade level or above on Algebra I EOC from 65% to 80% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 32%/51% to 42%/61 by May 2025.

Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32%/51% to 42%/61% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: PSAT year to year Data kept by Campus Coordinator

Strategy 1: Tutoring Support for all students after hours and during "Sink or Swim" Nights

Strategy's Expected Result/Impact: Decrease Failure Rates each Six Weeks

Staff Responsible for Monitoring: All Teachers and Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Tutoring Support for all students after hours and during "Sink or Swim" Nights</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: All Teachers and Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: All Departments at MCCHS</p> <p>Delivery Method: Tutoring evenings, once very six weeks</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04N-085-30-510-000000-25F10 - \$2,500</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Goal 2: Early Math

Increase the percentage of Algebra I students who score at meets grade level or above on Algebra I EOC from 65% to 80% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 65% to 80% by May 2025. And the percentage of African American/ALL students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 65% to 80% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: FWISD Benchmarks & EOC Algebra I

Strategy 1: Algebra I teachers (2) will meet at least once a week to align best practices and monitor student progress through common assessments, MAPS, and Common Assessments.

Strategy's Expected Result/Impact: Algebra I meetings and collaboration as needed during common planning

Staff Responsible for Monitoring: Algebra I Team - 2 Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Algebra Teachers (2) will meet at least once a week to align best practices and monitor student progress through common assessments, MAPS, and Common Assessments.</p> <p>Intended Audience: Algebra I Students</p> <p>Provider / Presenter / Person Responsible: Algebra I Teachers (2)</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person, double blocked Algebra I classes and Common Planning</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 98.7% to 100% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 96.5% to 100% by May 2025.

Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 96.5 to 100% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MCCHS Campus CCMR Data

Strategy 1: During advisory, every Monday, Teachers will conduct grade checks for all DC classes and refer to the leadership team as needed by using an electronic Google form.

Strategy's Expected Result/Impact: Grade check submitted to Leadership Team.

Staff Responsible for Monitoring: Teachers and Leadership Team by grade level and Alpha

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Seniors will take Texas College Bridge during advisory so that every Senior may qualify to be TSI Met and every other week teachers will track and enter grades into campus tracker.</p> <p>Intended Audience: 12th grade students that are not CCMR met and those enrolled in DC classes.</p> <p>Provider / Presenter / Person Responsible: Campus Coordinator, 12th grade advisory teachers, and Counselors</p> <p>Date(s) / Timeframe: August 2023 to May 2024</p> <p>Collaborating Departments: All MCCHS Departments</p> <p>Delivery Method: Texas College Bridge (on-line) during Advisory Period</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 98.7% to 100% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 80% to 85% by May 2025. A

Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 80% to 85% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MCCHS Failure Rates & "On Track" Data Tracker

Strategy 1: During advisory, every Monday, Teachers will conduct grade checks for all DC classes and refer to the leadership team as needed. Leadership Team will bring students on Mondays to the LRC as needed for our campus "Push for Progress" days.

Strategy's Expected Result/Impact: Grade check submitted to Leadership Team.

Staff Responsible for Monitoring: Freshmen Teachers, and Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Teacher will do grade check every other Monday for all students enrolled in DC classes and enter data into campus-wide tracker. Intended Audience: All students enrolled in DC classes. Provider / Presenter / Person Responsible: All advisory teachers, Campus Coordinator, and Leadership Team Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: All Departments Delivery Method: In-person and campus data tracker | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students. **Root Cause:** MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 98.7% to 100% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 87% to 90% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 87% to 90% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MCCHS Algebra I Passing Rates per Semester and EOC Students that reach at least Approaches

Strategy 1: Algebra I Teachers (2) will Review at least once a week to align best practices and monitor student progress through common assessments, MAPS, and Common Assessments.

Strategy's Expected Result/Impact: Algebra I Common Planning meetings, collaboration, review and reflection as needed

Staff Responsible for Monitoring: Algebra I Teachers (2) and Admin over Math Department

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| Action Step 1: Algebra I teacher will track students in all classes to ensure students are making progress through common assessments, MAPS, and Common Assessments. Intended Audience: All 9th grade students taking Algebra I. Provider / Presenter / Person Responsible: Algebra I Teachers (2) Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Math Department Delivery Method: Algebra I classes and Common Planning Time for both Algebra I Teachers | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 98.7% to 100% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 who meet SAT criteria for CCMR from 20% to 30% by May 2025.

Increase the percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: SAT and/or ACT scores for 11th and 12th grade students

Strategy 1: During our Advisory & Study Skills all students will be working from 11:00 - 11:45 on the following items on-line: PSAT, SAT, ACT, TSI, TX EOCs, and Dual Credit (9+ hours). Students will also be traveling with teachers and Parents to visit at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area. Title I money will be pay for both subs and extra duty pay for teachers when trip may last all day.

Strategy's Expected Result/Impact: Our PLCs will meet regularly and discuss best practices to reach campus goals.

Staff Responsible for Monitoring: Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. Purchase supplies, materials, and resources for classroom instruction.

Title I:

2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| Action Step 1: Every Tuesday and Thursday during advisory, all students will be working on Test prep on-line material to make one year's progress for each program assigned to them. Intended Audience: All students Provider / Presenter / Person Responsible: Advisory classroom teachers Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: All Departments Delivery Method: On-line with teacher support | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: TSI math scores are low for students entering 11th grade. **Root Cause:** Due to changes with TSI math requirements for Dual Credit students at TCC, students are struggling to meet the higher standard required to take dual credit math.

School Processes & Programs

Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. **Root Cause:** MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 10% to 8% by May 2025.

Decrease the number and percentage of African American/ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 8% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Focus Attendance Reports

Strategy 1: Attendance committee will meet once a month to review and meet with students not meeting MCCHS expectations. Committee will make a parent contact as needed.

Strategy's Expected Result/Impact: Student attendance will increase.

Staff Responsible for Monitoring: MCCHS Attendance Committee

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----------|------|
| <p>Action Step 1: Attendance committee will meet once a month to review and meet with students not meeting MCCHS expectations. Committee will make a parent contact as needed. Students will be assigned make-up days or Saturday school as needed.</p> <p>Intended Audience: Students not meeting MCCHS expectations for daily attendance expectations.</p> <p>Provider / Presenter / Person Responsible: Attendance committee and all teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: All MCCHS Departments</p> <p>Delivery Method: In-Person after school Monday to Thursday and Saturdays as needed</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Continue to grow the MCCHS Family Engagement Specialist position to help support and encourage an increase in the number of student and parent engagement activities during and outside school hours.

Strategy's Expected Result/Impact: MCCHS Family Engagement Specialist will track events, monitor attendance, and be available to all parents in person, by phone, and/or e-mail.

Staff Responsible for Monitoring: Family Engagement Specialist and Leadership Team

Title I:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Continue to support a Family Engagement Specialist position with both Title I and Local funds to help support and encourage an increase in the number of student and parent engagement activities during and outside school hours. Supplies, materials, and snacks needed for Family Engagement Specialist and events/activities.</p> <p>Intended Audience: Family Engagement Specialist, and all students/parents at MCCHS</p> <p>Provider / Presenter / Person Responsible: MCCHS SBDM</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: MCCHS Leadership Team</p> <p>Delivery Method: Anytime we have student and parent engagement activities and daily visits to MCCHS</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-085-30-510-000000-25F10 - \$818, Half-time Parent Engagement - TITLE I (211) - 211-61-6129-04L-085-30-510-000000-25F10 - \$14,500, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-085-30-510-000000-25F10 - \$817, - BASIC (199 PIC 11) - 199-11-6121-XXX-085-11-243-000000- - \$7,536, Half-time Parent Engagement - Family Engagement Specialist - UNDISTRIBUTED (199 PIC 99) - 199-23-6127-XXX-085-99-243-000000- - \$14,700</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students. Root Cause: MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area. |
| School Processes & Programs |
| Problem Statement 1: MCCHS students struggle to maintain passing rates throughout the school year. Root Cause: MCCHS students lack the foundational knowledge and skills to be successful in AP-level classes. |

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American/ALL students or the student group that is most marginalized on our campus (gender, race, program, other) from 5 to 4 by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Focus - Discipline Reports

Strategy 1: Leadership Team will meet at least twice a month to review discipline referrals and meet with the entire Learning Community to support and model best practices when it comes to classroom management.

Strategy's Expected Result/Impact: PLC and Staff agenda item and review during coaching opportunities as needed.

Staff Responsible for Monitoring: The entire MCCHS Learning Community.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----------|------|
| <p>Action Step 1: Leadership Team will meet at least twice a month to review discipline referrals and in monthly team meetings continue to support and model best practices when it comes to classroom management and review discipline matrix as needed to stay consistent especially with out of school suspensions.</p> <p>Intended Audience: Students with discipline referrals and all teachers.</p> <p>Provider / Presenter / Person Responsible: Leadership Team and all Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: All MCCHS Departments</p> <p>Delivery Method: One on one meetings as needed with students/parents/teachers</p> | Formative | | Summative | |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students. **Root Cause:** MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area and reflect the demographics from this area.

Campus Funding Summary

| TITLE I (211) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|-----------------------------|---|---|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | | Subs for professional development | 211-11-6112-0PD-085-30-510-000000-25F10 | \$4,000.00 |
| 1 | 1 | 1 | 1 | | Transportation costs for students | 211-11-6412-04N-085-30-510-000000-25F10 | \$30,000.00 |
| 1 | 1 | 1 | 1 | | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-085-30-510-000000-25F10 | \$3,784.00 |
| 1 | 2 | 1 | 1 | | Travel for Teachers (PD) | 211-13-6411-04N-085-30-510-000000-25F10 | \$5,000.00 |
| 1 | 2 | 1 | 1 | | Travel for Counselor (PD) | 211-31-6411-04N-085-30-510-000000-25F10 | \$1,000.00 |
| 1 | 2 | 1 | 2 | | Supplies and materials for instructional use | 211-11-6399-04N-085-30-510-000000-25F10 | \$2,000.00 |
| 2 | 1 | 1 | 1 | | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-085-30-510-000000-25F10 | \$2,500.00 |
| 4 | 1 | 2 | 1 | Half-time Parent Engagement | Family Engagement Specialist | 211-61-6129-04L-085-30-510-000000-25F10 | \$14,500.00 |
| Sub-Total | | | | | | | \$62,784.00 |
| Budgeted Fund Source Amount | | | | | | | \$62,784.00 |
| +/- Difference | | | | | | | \$0.00 |
| FAMILY ENGAGEMENT (211) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 2 | 1 | | Supplies and materials for parental involvement | 211-61-6399-04L-085-30-510-000000-25F10 | \$817.00 |
| 4 | 1 | 2 | 1 | | Snacks for parents to promote participation | 211-61-6499-04L-085-30-510-000000-25F10 | \$818.00 |
| Sub-Total | | | | | | | \$1,635.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,635.00 |
| +/- Difference | | | | | | | \$0.00 |

| BASIC (199 PIC 11) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|------------------|--|------------------------------------|------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 2 | 1 | | INSTRUCTION EXTRA DUTY/OT - SUPPORT | 199-11-6121-XXX-085-11-243-000000- | \$7,536.00 |
| Sub-Total | | | | | | | \$7,536.00 |
| Budgeted Fund Source Amount | | | | | | | \$7,536.00 |
| +/- Difference | | | | | | | \$0.00 |
| GT (199 PIC 21) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 2 | | GENERAL SUPPLIES | | \$2,037.00 |
| Sub-Total | | | | | | | \$2,037.00 |
| Budgeted Fund Source Amount | | | | | | | \$2,037.00 |
| +/- Difference | | | | | | | \$0.00 |
| CTE (199 PIC 22) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 2 | | GENERAL SUPPLIES | | \$123.00 |
| Sub-Total | | | | | | | \$123.00 |
| Budgeted Fund Source Amount | | | | | | | \$123.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 2 | | GENERAL SUPPLIES | | \$738.00 |
| Sub-Total | | | | | | | \$738.00 |
| Budgeted Fund Source Amount | | | | | | | \$738.00 |
| +/- Difference | | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 2 | | Supplies and materials for instructional use | 199-11-6399-001-085-24-243-000000- | \$2,873.00 |

| SCE (199 PIC 24) | | | | | | | |
|------------------------------------|-----------------------|----------|-------------|--|--|------------------------------------|-------------|
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| Sub-Total | | | | | | | \$2,873.00 |
| Budgeted Fund Source Amount | | | | | | | \$2,873.00 |
| +/- Difference | | | | | | | \$0.00 |
| BEA (199 PIC 25) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | | Supplies and materials - instruction | 199-11-6399-001-085-25-243-000000 | \$995.00 |
| Sub-Total | | | | | | | \$995.00 |
| Budgeted Fund Source Amount | | | | | | | \$995.00 |
| +/- Difference | | | | | | | \$0.00 |
| UNDISTRIBUTED (199 PIC 99) | | | | | | | |
| Goal | Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 2 | 1 | Half-time Parent Engagement - Family Engagement Specialist | SCHOOL LEADERSHIP NON-CONTRACT - SUPPORT | 199-23-6127-XXX-085-99-243-000000- | \$14,700.00 |
| Sub-Total | | | | | | | \$14,700.00 |
| Budgeted Fund Source Amount | | | | | | | \$14,700.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$93,421.00 |
| Grand Total Spent | | | | | | | \$93,421.00 |
| +/- Difference | | | | | | | \$0.00 |

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 Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--|-------------|--------------|--------------|
| Bullying Prevention | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Child Abuse and Neglect | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Coordinated Health Program | Administrative Services, Learning and Leading, Operations | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Decision-Making and Planning Policy Evaluation | Administrative Services, Governance and Strategic Communications | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Disciplinary Alternative Education Program (DAEP) | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Dropout Prevention | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Dyslexia Treatment Program | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Title I, Part C Migrant | Learning and Leading, Business and Finance | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Pregnancy Related Services | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Post-Secondary Preparedness | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Recruiting Teachers and Paraprofessionals | Talent Management, Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Student Welfare: Crisis Intervention Programs and Training | Learning and Leading, Administrative Services | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Learning and Leading | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Technology Integration | Technology | 8/22/2024 | Lisa Inzar | 8/21/2024 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Administrative Services, Safety & Security | 8/22/2024 | Lisa Inzar | 8/21/2024 |