

**Fort Worth Independent School District**  
**227 Dolores Huerta Elementary School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

"Preparing ALL students for success in college, career, and community leadership."

## Vision

"Together we can build a bright future."

## Value Statement

"Si Se Puede!"

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2025. ....	15
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025. ....	21
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 .....	25
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	29
Campus Funding Summary .....	34
Policies, Procedures, and Requirements .....	38

# Comprehensive Needs Assessment

Revised/Approved: February 22, 2024

## Demographics

### Demographics Summary

Dolores Huerta Elementary was built in 2003 to help with the increase of enrollment in the Northside. Our students feed into Kirkpatrick Middle School before continuing their education at Northside High School.

Based on the 22-23 school report card, out of the 491 students enrolled on campus, 97% were Hispanic, 1% White, .5% African American and 1.5% are two or more races.

Our population consists of 93% of students who meet the qualifications for being economically disadvantaged, 60% of students who are Emergent Bilinguals, 17% of students who receive special education services and 4% who are identified gifted and talented.

We have wonderful teachers who go out of their way on a daily basis to help students achieve their goals and grade level expectations including 6 teachers who earned all three of the TIA status based on last year's data.

### Demographics Strengths

The staff and students at Dolores Huerta Elementary feel safe and have good relationships with everyone on campus. Our staff work together to help each other to meet our students' needs. We offer services to our students who qualify for extra services such as dual language, special education, dyslexia and gifted and talented.

We continue to work on getting students to school every day by having incentives for great and perfect attendance. Glow parties were attended by students who had one or less absences during a six week period. Parent meetings are held each six weeks periods to remind parents about the importance of daily attendance. Our school attendance is at an ADA of 95% compared to 93% at the same time last school year.

Students in 3rd-5th grades are part of the House System allowing them to get rewards for going above and above in academics and character. Each individual house is student led and celebrations are held each six week period.

Teachers in the primary grades help students manage their social emotional challenges without the need for an office referral.

Our administrators are flexible with schedules and focused on instructional strategies that maximize the new curriculum implemented this school year. Teachers have a voice and have great communication with the community and other staff members.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 18% of First grade students have chronic absenteeism for the first semester. **Root Cause:** More parent/teacher meetings need to be held so we can provide help for parents that struggle to get their kids to school in the morning.

**Problem Statement 2 (Prioritized):** Enrollment has decreased by 13 students compared to the same time last year. **Root Cause:** Parents are moving students to other schools including Charter schools and other district schools.

# Student Learning

## Student Learning Summary

At Dolores Huerta Elementary we are committed to academic success and excellence for all students. In order to achieve this, teachers must have high expectations for all students, along with rigorous instruction and the necessary support for students to achieve their learning goals.

Teachers are expected to collaborate in Professional Learning Communities (PLCs) to engage and support students in all core content areas in grades PK through 5th. All teachers are also expected to submit weekly lesson plans aligned to the FWISD Curriculum Scope & Sequence and Lesson Structure. Aligned formative assessments are provided to students throughout each unit of study, and the data is gathered and analyzed in Data Meetings during designed PLC meetings with the administrative team. Student progress is closely monitored so interventions can be provided in a timely and effective manner.

## Student Learning Strengths

The instructional practices in the building keep the students engaged in learning and showing growth in their academics. Teachers have the resources available such as Lexia and DreamBox to have students achieve at their own level and show growth throughout the year. Dream Box MOY data shows that students have grown an average of .9, almost a year's growth since school started. In Lexia the BOY data shows that only 28% were at or above grade level and for the MOY indicator it has increased to 59%.

Our students' MOY MAP Achievement scores have increased in all areas including Math 10%, Reading English 5% and Reading Spanish 6% from MOY 22-23 to MOY 23-24.

Parents are involved in the school as members of our PTA and have a voice in their child's education. They participated in classroom visits each of the six week period to review student work and student data trackers. If a conference with the teacher was needed after the visit parents had the time to schedule a time to come back and talk to the teacher.

Teachers make sure that all students that need interventions receive them and follow through to make sure they receive all of the services they need to be successful. Teacher assistants are able to push in the classrooms and help with Tiered instruction.

Our campus Instructional Coach works with teachers that are new and experienced in the field to help improve our student achievement in all settings.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 38% of 5th grade students met MOY growth in MAP Math. **Root Cause:** The students are not always completing 5 DreamBox lessons per week since many of the lessons are above grade level content and don't have STAAR formatted questions available for practice.

**Problem Statement 2 (Prioritized):** 27% of 1st grade EB met MOY growth in MAP Math. **Root Cause:** Some of the concepts that the students are tested on are not covered in the curriculum until the second semester.

**Problem Statement 3 (Prioritized):** 29% of 2nd grade students and 21% of 2nd grade EB students met their MOY growth in MAP Reading English. **Root Cause:** More small group time is needed for students to receive Tier 3 help in their first language from TAs.

**Problem Statement 4 (Prioritized):** 36% of 2nd grade students met MOY growth in MAP Reading Spanish. **Root Cause:** A self paced computer program such as Lexia is not available to help the students practice Spanish Reading skills daily

**Problem Statement 5 (Prioritized):** Achievement from BOY to MOY dropped in Reading in 1st grade (56-43), 2nd grade (53-50), and 4th grade (43-37). **Root Cause:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**Problem Statement 6 (Prioritized):** Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28) **Root Cause:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**Problem Statement 7 (Prioritized):** 44% of the 2nd grade students are below level in phonological awareness and phonics/words recognition. **Root Cause:** Amplify doesn' t offer a great phonological awareness piece in their curriculum.

**Problem Statement 8 (Prioritized):** Based on MOY Circle assessment 14% of PK students in English are on-track on alliteration. **Root Cause:** Students do not get enough practice during the year.

**Problem Statement 9 (Prioritized):** 50% of students are not on-track for rhyming in Circle MOY Spanish. **Root Cause:** Students do not get enough practice during the year.

# School Processes & Programs

## School Processes & Programs Summary

It is important that all students, staff, and community members at Dolores Huerta Elementary have a growth mindset. To foster this, we focus on the power of yet and the deep belief that everyone can improve and grow. In order to nurture this growth, our students will need the right support from their school and homes. We have a series of support programs in place to help us meet the needs of all students including MTSS, Section 504, Special Education, RISE, Gifted & Talented, ESL and Dual Language, Dyslexia, and Speech.

### Motto

"Si Se Puede!"

### Mission

"Preparing ALL students for success in college, career, and community leadership."

### Vision

"Together we can build a bright future."

### Values

- Growth Mindset
- Building positive relationships with students, parents, and staff
- Safety for all in a welcoming environment
- Family and community involvement

## School Processes & Programs Strengths

Dolores Huerta Elementary teachers have completed 18 hours of PD related to their grade level and expertise. The Dolores Huerta Elementary leadership team voices the ideas of teachers and works diligently with administrators to identify problems and their root causes to develop and outline a plan to solve them.

Our school counselor is scheduling weekly meetings with each homeroom to help students manage their feelings and keep a positive attitude towards school and learning.

Students have the opportunity to attend tutoring and summer learning to help close some of the learning gaps they have in math and reading.

The district has provided technology so students in all grades have one-to-one updated technology.

Our instructional coach has lead session to help teacher align lessons to the FWISD curriculum and helped new teachers continue to grow in their teaching journey. Teacher have



shared activities with each other during grade level planning when their data shows gains in student achievement compared to other classes.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teacher have to be moved to different grades from year to year. **Root Cause:** Enrollment changes control FTE allocations that need to be followed at the campus level.

**Problem Statement 2 (Prioritized):** Not all students understand the House system since only 3rd-5th grade students are included. **Root Cause:** Some students are too young to understand the concept of the House system.

# Perceptions

## Perceptions Summary

At Dolores Huerta Elementary we strive for academic success and excellence in all we do. We value a growth mindset, knowing we can always improve and encourage others to do so. We cannot do this work alone, and seek above all else to strengthen the bonds between students, staff, families, and our community. At Dolores Huerta, together we can build a bright future.

En la Escuela Primaria Dolores Huerta nos esforzamos por el éxito académico y la excelencia en todo lo que hacemos. Valoramos una mentalidad de crecimiento, sabiendo que siempre podemos mejorar y alentar a otros a hacerlo. No podemos hacer este trabajo solos, así que sobre todo, buscamos fortalecer los lazos entre los estudiantes, el personal, las familias y nuestra comunidad. En Dolores Huerta, juntos podemos construir un futuro brillante.

## Perceptions Strengths

Dolores Huerta Elementary offers many activities that students can participate in including musicals, Battle of the Books, Science Fair, Spelling Bee, Math Bee, Student Council, Running Club and Leadership club. Students in second through fifth grades are able to stay after school in the FWAS program.

Parental involvement is a strength as parents grow and learn in our Parent University and are also involved in making decisions as PTA members.

Our teachers have at least one face to face conference with each parent a year to go over progress, strengths and areas of growth using available data points.

Teachers in each grade levels work well together and are willing to share and collaborate to help each other increase student achievement. The staff has also participated in Restorative Practice training to help them build relationships and hold students accountable for their actions and learning.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 51% of our parents have registered for the Parent Portal to access students grades and attendance reports. **Root Cause:** Parents do not always have technology available to them.

# Priority Problem Statements

**Problem Statement 1:** Enrollment has decreased by 13 students compared to the same time last year.

**Root Cause 1:** Parents are moving students to other schools including Charter schools and other district schools.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 27% of 1st grade EB met MOY growth in MAP Math .

**Root Cause 2:** Some of the concepts that the students are tested on are not covered in the curriculum until the second semester.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 29% of 2nd grade students and 21% of 2nd grade EB students met their MOY growth in MAP Reading English.

**Root Cause 3:** More small group time is needed for students to receive Tier 3 help in their first language from TAs.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Achievement from BOY to MOY dropped in Reading in 1st grade (56-43), 2nd grade (53-50), and 4th grade (43-37).

**Root Cause 4:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28)

**Root Cause 5:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 36% of 2nd grade students met MOY growth in MAP Reading Spanish.

**Root Cause 6:** A self paced computer program such as Lexia is not available to help the students practice Spanish Reading skills daily

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** 51% of our parents have registered for the Parent Portal to access students grades and attendance reports.

**Root Cause 7:** Parents do not always have technology available to them.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Not all students understand the House system since only 3rd-5th grade students are included.

**Root Cause 8:** Some students are too young to understand the concept of the House system.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Teacher have to be moved to different grades from year to year.

**Root Cause 9:** Enrollment changes control FTE allocations that need to be followed at the campus level.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 18% of First grade students have chronic absenteeism for the first semester.

**Root Cause 10:** More parent/teacher meetings need to be held so we can provide help for parents that struggle to get their kids to school in the morning.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** 44% of the 2nd grade students are below level in phonological awareness and phonics/words recognition.

**Root Cause 11:** Amplify doesn't offer a great phonological awareness piece in their curriculum.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Based on MOY Circle assessment 14% of PK students in English are on-track on alliteration.

**Root Cause 12:** Students do not get enough practice during the year.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** 50% of students are not on-track for rhyming in Circle MOY Spanish.

**Root Cause 13:** Students do not get enough practice during the year.

**Problem Statement 13 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: April 1, 2024

**Goal 1:** Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 90% to 97% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 97% to 99% by May 2025.

**Evaluation Data Sources:** Circle Assessment

**Strategy 1:** Teachers will use the Creative Curriculum and Lesson Internalization process to improve the quality and alignment of Tier 1 instruction for all students.

**Strategy's Expected Result/Impact:** Teachers will successfully implement Creative Curriculum to increase Kindergarten Readiness by the end of PK.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.5

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8, 9

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will monitor student progress and make adjustments of instruction focusing on phonological awareness in lesson plans. <b>Intended Audience:</b> PK teachers <b>Provider / Presenter / Person Responsible:</b> PK teachers and administrators <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Early Learning	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 8:** Based on MOY Circle assessment 14% of PK students in English are on-track on alliteration. **Root Cause:** Students do not get enough practice during the year.

**Problem Statement 9:** 50% of students are not on-track for rhyming in Circle MOY Spanish. **Root Cause:** Students do not get enough practice during the year.



**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 62% to 72% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 71% to 81% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 40% to 50% by May 2025.

**Evaluation Data Sources:** MAP Fluency

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students by providing opportunities for teachers to engage in lesson internalization.

**Strategy's Expected Result/Impact:** Teachers will be able to add/remove/adjust parts of Amplify to better serve the students in their classrooms and provide STAAR formatted questions to all students

**Staff Responsible for Monitoring:** Administrators/Instructional Coach

**Title I:**

2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 7

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will use NearPod to increase student engagement activities for all students in Tier 1 instruction. <b>Intended Audience:</b> 2-5 teachers <b>Provider / Presenter / Person Responsible:</b> Administrator/Instructional Coach <b>Date(s) / Timeframe:</b> Daily <b>Collaborating Departments:</b> none  <b>Funding Sources:</b> Materials for instruction - SCE (199 PIC 24) - 199-11-6399-001-227-24-313-000000- - \$3,307, Conference- Ron Clark Academy - BASIC (199 PIC 11) - 199-11-6411-XXX-227-11-313-000000- - \$8,000, NearPod for student engagement and practice - TITLE I (211) - 211-11-6329-04E-227-30-510-000000-25F10 - \$1,700	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will use days to meet with parents regarding student progress in the Spring semester.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrator/Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> Spring semester</p> <p><b>Collaborating Departments:</b> none</p> <p><b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> Substitutes for parent conferences - BEA (199 PIC 25) - 199-11-6112-001-227-25-313-000000 - \$2,115, Substitutes for parent conferences - SCE (199 PIC 24) - 199-11-6112-001-227-24-313-000000- - \$2,588, Substitutes for parent conferences - TITLE I (211) - 211-11-6112-04E-227-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 7:</b> 44% of the 2nd grade students are below level in phonological awareness and phonics/words recognition. <b>Root Cause:</b> Amplify doesn' t offer a great phonological awareness piece in their curriculum.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 61% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 59% to 69% by May 2025.

Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading in English from 39% to 49% by May 2025.

**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students by providing opportunities for teachers to engage in lesson internalization.

**Strategy's Expected Result/Impact:** Teachers will use instructional materials to scaffold and provide students tiered instruction at all levels.

**Staff Responsible for Monitoring:** Administration/Instructional Coach

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Demographics 1 - Student Learning 3, 4, 5

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Title 1 teacher and TA will provide Reading interventions with materials that are needed for student support. <b>Intended Audience:</b> Tier 2 and Tier 3 students <b>Provider / Presenter / Person Responsible:</b> Teachers/TA/Administrators <b>Date(s) / Timeframe:</b> 3-5 times a week <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> in-person  <b>Funding Sources:</b> Title I Teacher Assistant - TITLE I (211) - 211-11-6129-04E-227-30-510-000000-25F10 - \$22,500 , Title 1 Teacher - TITLE I (211) - 211-11-6119-04E-227-30-510-000000-25F10 - \$69,525, Supplies and materials for special education students - SPED (199 PIC 23) - \$4,272	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in MTSS meetings each six week period to review student progress and provide additional support as needed including snacks for students based on IEPs.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Counselor/Administrator  <b>Date(s) / Timeframe:</b> Each 6 week period  <b>Collaborating Departments:</b> none  <b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> Library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-227-99-313-000000- - \$4,000, Snacks for students - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Teachers will use CNA and CIP draft to create plan in the summer for teachers to use/share in the Fall.</p> <p><b>Intended Audience:</b> Teachers/admin  <b>Provider / Presenter / Person Responsible:</b> teachers/staff  <b>Date(s) / Timeframe:</b> June 2025</p> <p><b>Funding Sources:</b> Extra duty for planning - TITLE I (211) - 211-13-6116-04E-227-30-510-000000-25F10 - \$1,000</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 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 18% of First grade students have chronic absenteeism for the first semester. <b>Root Cause:</b> More parent/teacher meetings need to be held so we can provide help for parents that struggle to get their kids to school in the morning.</p>
Student Learning
<p><b>Problem Statement 3:</b> 29% of 2nd grade students and 21% of 2nd grade EB students met their MOY growth in MAP Reading English. <b>Root Cause:</b> More small group time is needed for students to receive Tier 3 help in their first language from TAs.</p>
<p><b>Problem Statement 4:</b> 36% of 2nd grade students met MOY growth in MAP Reading Spanish. <b>Root Cause:</b> A self paced computer program such as Lexia is not available to help the students practice Spanish Reading skills daily</p>
<p><b>Problem Statement 5:</b> Achievement from BOY to MOY dropped in Reading in 1st grade (56-43), 2nd grade (53-50), and 4th grade (43-37). <b>Root Cause:</b> Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math in English from 95% to 99% by May 2025. Increase the percentage of PK students who score On Track on Circle Math in Spanish from 97% to 99% by May 2025.

**Evaluation Data Sources:** PK Circle Assessment

**Strategy 1:** Teachers will use the Creative Curriculum and Lesson Internalization process to improve the quality and alignment of Tier 1 instruction for all students.

**Strategy's Expected Result/Impact:** Teachers will successfully implement Creative Curriculum to increase Kindergarten Readiness by the end of PK.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8, 9

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will include math fluency in daily plans and use manipulatives during daily instruction. <b>Intended Audience:</b> PK Teacher <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Early Learning	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 1 Problem Statements:**

## Student Learning

**Problem Statement 8:** Based on MOY Circle assessment 14% of PK students in English are on-track on alliteration. **Root Cause:** Students do not get enough practice during the year.

**Problem Statement 9:** 50% of students are not on-track for rhyming in Circle MOY Spanish. **Root Cause:** Students do not get enough practice during the year.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 62% to 72% by May 2025.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus 59% to 69% by May 2025.

**Evaluation Data Sources:** MAP Growth Math Assessment

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students by providing opportunities for teachers to engage in lesson internalization.

**Strategy's Expected Result/Impact:** Teachers will use instructional materials to scaffold and provide students tiered instruction at all levels.

**Staff Responsible for Monitoring:** Administrators/teachers

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teacher will incorporate hands-on, interactive lessons that include manipulatives on a daily basis.</p> <p><b>Intended Audience:</b> Students in K-5</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Daily</p> <p><b>Funding Sources:</b> Technology- printer for supplemental aids - TITLE I (211) - 211-11-6396-04E-227-30-510-000000-25F10 - \$1,000, Materials for instruction - TITLE I (211) - 211-11-6399-04E-227-30-510-000000-25F10 - \$3,120</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:**

## Student Learning

**Problem Statement 6:** Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28) **Root Cause:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.



**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading English from 27% to 37% by May 2025.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 16% to 26% by May 2025.

Increase the percentage of 3-5 grade Special Education students scoring at MEETS or above on STAAR Reading English from 20% to 30% by May 2025.

**Evaluation Data Sources:** STAAR

**Strategy 1:** Develop and maintain a data- informed culture to insure evidence-based decision-making that leads to positive student outcomes

**Strategy's Expected Result/Impact:** Students will receive needed support to increase achievement.

**Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators

**Title I:**

2.4, 2.5





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will review data with students and plan interventions using needed supplies, materials and test practice workbooks.</p> <p><b>Intended Audience:</b> Teachers/students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers/Instructional Coach/Administrators</p> <p><b>Date(s) / Timeframe:</b> Each 6 week period</p> <p><b>Funding Sources:</b> STAAR Practice and other intervention materials such as IXL computer software - BASIC (199 PIC 11) - 199-11-6399-XXX-227-11-313-000000- - \$6,530, Tutoring after school - BASIC (199 PIC 11) - 199-11-6116-XXX-227-11-313-000000- - \$3,000, Supplies and materials for instruction - TITLE I (211) - 211-11-6399-04E-227-30-510-000000-25F10 - \$1,400.60</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 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 6:</b> Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28) <b>Root Cause:</b> Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 29% to 39% by May 2025.  
 Increase the percentage of 3-5 grade Special Education students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2025.

**Strategy 1:** Develop and maintain a data- informed culture to insure evidence-based decision-making that leads to positive student outcomes

**Strategy's Expected Result/Impact:** Students will receive needed support to increase achievement.

**Staff Responsible for Monitoring:** Teachers/Instructional Coach/Administrators

**Title I:**

2.4

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


**Problem Statements:** Demographics 1 - Student Learning 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will review data with students and plan interventions using needed supplies, materials and test practice workbooks.</p> <p><b>Intended Audience:</b> Teachers/Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers/Instructional Coach/Administrators</p> <p><b>Date(s) / Timeframe:</b> each six week period</p> <p><b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> GT Resources - supplies and materials - GT (199 PIC 21) - \$538</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** 18% of First grade students have chronic absenteeism for the first semester. **Root Cause:** More parent/teacher meetings need to be held so we can provide help for parents that struggle to get their kids to school in the morning.

### Student Learning

**Problem Statement 6:** Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28) **Root Cause:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

**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 11.8% to 8% by May 2025.

**Evaluation Data Sources:** FOCUS Attendance Reports

**Strategy 1:** Align and leverage programs and resources to improve daily attendance.

**Strategy's Expected Result/Impact:** Students will not have more than 15 absences in the school year.

**Staff Responsible for Monitoring:** AP/Counselor/clerk

**Title I:**

4.1, 4.2

**- TEA Priorities:**


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

**Problem Statements:** Demographics 1


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Celebrate students with 0-1 absences each six period.  <b>Intended Audience:</b> More students will miss less days of school.  <b>Provider / Presenter / Person Responsible:</b> Clerk/Administrators/PES  <b>Date(s) / Timeframe:</b> Each 6 week period  <b>Collaborating Departments:</b> Parental Engagement  <b>Funding Sources:</b> Materials/snacks - BASIC (199 PIC 11) - 199-11-6395-XXX-227-11-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** 18% of First grade students have chronic absenteeism for the first semester. **Root Cause:** More parent/teacher meetings need to be held so we can provide help for parents that struggle to get their kids to school in the morning.

**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 students from 1.7 to 1 by May 2025.

**Evaluation Data Sources:** FOCUS Discipline Reports

**Strategy 1:** Align and leverage programs and resources to improve daily behavior.

**Strategy's Expected Result/Impact:** Teachers will use Restorative Practice strategies to keep students in the classroom instead of sending them to the office.

**Staff Responsible for Monitoring:** AP

**Title I:**

2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Circles will be incorporated in the classroom schedule at least one time a week.</p> <p><b>Intended Audience:</b> Teachers/Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> weekly</p> <p><b>Collaborating Departments:</b> Restorative Practices</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Not all students understand the House system since only 3rd-5th grade students are included. <b>Root Cause:</b> Some students are too young to understand the concept of the House system.</p>

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

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

**Performance Objective 3:** Increase the number of student and parent engagement activities during and outside regular school hours, as evident by participation in key strategic events and programs from 6 to 10 by June 2025.

**Evaluation Data Sources:** Event agendas and flyers

**Strategy 1:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Parents will be more involved in their child's education in and outside the school building.

**Staff Responsible for Monitoring:** Parent Communication Specialist

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 3, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Parent meetings/visits/trainings will be offered during the day and after school.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor/Parent Specialist/ Administrators</p> <p><b>Date(s) / Timeframe:</b> Each 6 week period</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> Shredding services - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-227-99-313-000000- - \$1,000, Dues - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-227-99-313-000000- - \$750, Clerk extra days - UNDISTRIBUTED (199 PIC 99) - 199-23-6122-XXX-227-99-313-000000- - \$1,000, over time office staff - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-227-99-313-000000- - \$2,180, Parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-227-30-510-000000-25F10 - \$2,206, Parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-227-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 3:** 29% of 2nd grade students and 21% of 2nd grade EB students met their MOY growth in MAP Reading English. **Root Cause:** More small group time is needed for students to receive Tier 3 help in their first language from TAs.

**Problem Statement 6:** Achievement from BOY to MOY dropped in Math in 1st grade (60-44), 2nd grade (37-28), and 4th grade (30-28) **Root Cause:** Not enough staff is available to provided extra support to the students during intervention time such as an extra teacher or interventionist.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	NearPod for student engagement and practice	Reading materials & Software for classroom use	211-11-6329-04E-227-30-510-000000-25F10	\$1,700.00
1	2	1	2	Substitutes for parent conferences	Subs for supplemental instruction	211-11-6112-04E-227-30-510-000000-25F10	\$1,500.00
1	3	1	1	Title I Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-227-30-510-000000-25F10	\$69,525.00
1	3	1	1	Title I Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-227-30-510-000000-25F10	\$22,500.00
1	3	1	3	Extra duty for planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-227-30-510-000000-25F10	\$1,000.00
2	2	1	1	Technology- printer for supplemental aids	Technology for instructional use	211-11-6396-04E-227-30-510-000000-25F10	\$1,000.00
2	2	1	1	Materials for instruction	Supplies and materials for instructional use	211-11-6399-04E-227-30-510-000000-25F10	\$3,120.00
3	1	1	1	Supplies and materials for instruction	Supplies and materials for instructional use	211-11-6399-04E-227-30-510-000000-25F10	\$1,400.60
<b>Sub-Total</b>							\$101,745.60
<b>Budgeted Fund Source Amount</b>							\$101,745.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-227-30-510-000000-25F10	\$2,206.00
4	3	1	1	Parental involvement	Snacks for parents to promote participation	211-61-6499-04L-227-30-510-000000-25F10	\$500.00
<b>Sub-Total</b>							\$2,706.00
<b>Budgeted Fund Source Amount</b>							\$2,706.00

FAMILY ENGAGEMENT (211)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1	Conference- Ron Clark Academy	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-227-11-313-000000-	\$8,000.00	
3	1	1	1	Tutoring after school	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-227-11-313-000000-	\$3,000.00	
3	1	1	1	STAAR Practice and other intervention materials such as IXL computer software	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-227-11-313-000000-	\$6,530.00	
4	1	1	1	Materials/snacks	INSTRUCTION   PURCHASING CARD	199-11-6395-XXX-227-11-313-000000-	\$600.00	
							<b>Sub-Total</b>	\$18,130.00
							<b>Budgeted Fund Source Amount</b>	\$18,130.00
							+/- Difference	\$0.00
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	2	1	1	GT Resources - supplies and materials	GENERAL SUPPLIES		\$538.00	
							<b>Sub-Total</b>	\$538.00
							<b>Budgeted Fund Source Amount</b>	\$538.00
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1	Supplies and materials for special education students	INSTRUCTIONAL MATERIALS		\$4,272.00	
1	3	1	2	Snacks for students	PURCHASING CARD		\$1,000.00	
							<b>Sub-Total</b>	\$5,272.00
							<b>Budgeted Fund Source Amount</b>	\$5,272.00
							+/- Difference	\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Materials for instruction	Supplies and materials for instructional use	199-11-6399-001-227-24-313-000000-	\$3,307.00
1	2	1	2	Substitutes for parent conferences	Subs for supplemental instruction	199-11-6112-001-227-24-313-000000-	\$2,588.00
<b>Sub-Total</b>							\$5,895.00
<b>Budgeted Fund Source Amount</b>							\$5,895.00
<b>+/- Difference</b>							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Substitutes for parent conferences	Subs - supplemental instruction	199-11-6112-001-227-25-313-000000	\$2,115.00
<b>Sub-Total</b>							\$2,115.00
<b>Budgeted Fund Source Amount</b>							\$2,115.00
<b>+/- Difference</b>							\$0.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Library books	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-227-99-313-000000-	\$4,000.00
4	3	1	1	over time office staff	SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-227-99-313-000000-	\$2,180.00
4	3	1	1	Shredding services	SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES	199-23-6299-XXX-227-99-313-000000-	\$1,000.00
4	3	1	1	Dues	SCHOOL LEADERSHIP   DUES	199-23-6495-XXX-227-99-313-000000-	\$750.00
4	3	1	1	Clerk extra days	SCHOOL LEADERSHIP   SALARY/WAGE SUB SUPPORT	199-23-6122-XXX-227-99-313-000000-	\$1,000.00
<b>Sub-Total</b>							\$8,930.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
						<b>Budgeted Fund Source Amount</b>	\$8,930.00
						+/- Difference	\$0.00
						<b>Grand Total Budgeted</b>	\$145,331.60
						<b>Grand Total Spent</b>	\$145,331.60
						+/- 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