

Fort Worth Independent School District
048 William James Middle School
2024-2025 Campus Improvement Plan



Mission Statement

One School with One Voice with a Singleness of Purpose, Focusing on Teaching and Learning.

Vision

Our vision is to develop a GREAT (Growth, Relationships, Excellence, Action and Teamwork) mentality among all students and staff, as we prepare our students for success in college and career readiness and all future endeavors.

Core Beliefs

We at William James Middle School maintain the following core beliefs:

1. Faith

We will stand-by our students no matter what

2. Education

Our students deserve learning experiences that strengthen literacy and develops both critical thinking and problem solving skills.

3. Patience

We give second chances, are slow to anger and quick to forgive both students and colleagues.

4. Dependability

We are present and focused on the work at hand.

5. Communication

We send email and phone calls to stay connected and we will have a clear understanding of staff and families

6. Relationships

We develop relationships with our students that are real, transparent and based on a growth mindset.

7. Hardwork

We continue to work until the project is finished

8. Loyalty

We go above and beyond to help our students

9. Dedication

Everything we do is done in the best interest of the students we serve

11. Family

We are nurturing and caring, always giving unconditional love

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2024

Demographics

Demographics Summary

William James Middle School is a suburban middle school in the Polytechnic Heights neighborhood of Fort Worth, Texas. The school serves approximately 810 students in the 6th, 7th, and 8th grades. Along with regular programming, we also service a Language Center, two RISE units, and a SEAS unit. Embedded within our regular programming, we support special education students in our inclusion classes along with our emergent bilingual students. Our school services 154 Language Center students, hailing from over 15 different countries and speaking a combined 27 different languages.

Our student demographic breakdown is:

- Hispanic: 83.4%
- African American: 11.4%
- White: 2.9%
- Asian: 1.2%
- Emergent Bilingual: 70.1%
- Special Education: 8.6%
- Economically Disadvantaged: 99.7%

Student Attendance:

2020-21: 92.71%

2021-22: 88.4%

2022-23: 90.1%

2023-2024: 91.36%

Staff: Teachers experience breakdown is 53% have 0-5 years of experience while 47% have 6 or more years in the classroom.

Demographics Strengths

Summary of Strengths:

- We provide multiple resources to support the economic needs of students and families including: a fresh food pantry which provides fresh vegetables, free breakfast and lunch for all students, MacBooks for all students, clothes closet including hygiene products, and haircuts every two weeks.
- Our Language Center students have dedicated class periods for all four core subjects and the majority of their elective classes.
- We have a strong High Impact Tutoring program designed to support students in both their classes and STAAR remediation.
- We have several SEL supports in place to assist students including: two interventionists, a MHMR Navigator, a College and Career Specialist, and two school guidance counselors.
- We offer a variety of electives and allow students to choose which include: mariachi, advanced orchestra, choir, show choir, art III, and AP Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilinguals make up 70% of the school's population, and their progress measures lag behind the district and state averages in every area. **Root Cause:** Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.

Problem Statement 2 (Prioritized): Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. **Root Cause:** Teachers need professional development on scaffolding and differentiation embedded within instruction.

Student Learning

Student Learning Summary

For the 2022-23 school year, our school had the following breakdown in STAAR performance:

ELA

- Approaches: 41% (-25% from 2022)
- Meets: 11% (-25% from 2022)
- Masters: 2% (-15% from 2022)

Math

- Approaches: 47% (+6% over 2022)
- Meets: 14% (1% over 2022)
- Masters: 2% (-1% from 2022)

Science

- Approaches: 27% (-16% from 2022)
- Meets: 7% (-6% from 2022)
- Masters: 1% (-3% from 2022)

Social Studies

- Approaches: 20% (-16% from 2022)
- Meets: 6% (-6% from 2022)
- Masters: 0% (-4% from 2022)

Student Learning Strengths

Campus Strengths:

- Our students are culturally diverse due to the neighborhood and Language Center within our campus. Currently, there are over 27 different languages spoken by our students.
- Our students thrive with hands-on learning and real-world application, as demonstrated by our Dia De Los Muertos and Black History Month student performances, projects, and personal narratives created.
- Students have unlimited access and are encouraged by teachers to use direct intervention apps such as Power Up, SAVVAS, Mathia, and Summit K12.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. **Root**

Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.

Problem Statement 2: Teachers are not offering students opportunities to perform writing in STAAR-like questions. **Root Cause:** Teachers need professional development for trends and look-fors when scoring the writing.

School Processes & Programs

School Processes & Programs Summary

William James Middle School engages our leadership team while conducting interviews. We ask candidates a series of questions in which they must respond with appropriate responses and validations for their actions. The interview committee members are given the questions, ideal responses, and a scoring sheet to ensure everyone is on the same page about what we are looking for in our future faculty and staff.

WJMS also is focused on increasing student attendance rates. As an incentive, we break down goal setting into 3-week segments. Students are given the goal of either perfect attendance or no tardies and then given an incentive at the end of the 3-week time period. This allows for more students to join in the competitions and doesn't leave anyone out.

WJMS also has a robust offering of tutorials before and after school. Tutorials are even offered on select Saturdays.

The campus leadership team consists of the principal, two assistant principals, Dean of Instruction, and an Instructional Coach. The Instructional Leadership Team also includes a representative from each department along with counselors.

Student Support Team (SST) meets biweekly to discuss student progress and determine appropriate interventions. All interventions are tracked while students receive the individualized care they need.

School Processes & Programs Strengths

WJMS strengths:

- All tested subjects have PLC time within the school day.
- Staff feels as though they have a strong instructional support base through instructional coaching, daily PLCs, and feedback from the Instructional Leadership Team. This follows the Bambrick's DDI model by providing data to drive instruction.
- MTSS plan for students via counselors, interventionists, and MHMR Navigator.
- MHMR Navigator to support students on the campus and at home.
- Content support personnel from the district.
- Emergent Bilingual content support.
- Language Center students are isolated in their classes to support content instruction and language acquisition.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While the school uses distributive leadership processes for teacher feedback and coaching, there is variance among effectiveness in PLC's and lesson delivery systems at the campus level. **Root Cause:** There is a need to further develop the ILT's coaching capacity of teachers and PLC processes to ensure consistency.

Problem Statement 2 (Prioritized): WJMS has a high campus discipline referral rate. **Root Cause:** Teachers need professional development on de-escalation and how to keep parents as partners in their student's education.

Perceptions

Perceptions Summary

WJMS has a 7-period day with multiple bell schedules available to fit the current happenings on the campus. There is a normal bell schedule that allows time to be maximized by teachers delivering content. There is another bell schedule with a morning meeting time that allows students to receive valuable information which will be used on testing days. There is another bell schedule with an afternoon meeting time that allows students to download technology updates and ready their devices for imminent testing.

FWISD has engaged with a 1-1 technology model in which every student received a MacBook. With the updated technology and community free WIFI, our students are provided opportunities for connectedness to match the more affluent areas of the city.

WJMS has a food pantry that is a community partnership along with a garden space for outdoor learning.

Perceptions Strengths

- Students and staff feel valued.
- Strong and collaborative campus climate and culture.
- Good staff attendance.
- Fun activities and dress-up days planned to increase student experience.
- Our Language Center has grown from 62 students in 2022-23 to over 150 students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Language Center and some EB students have little to no English Language acquisition to use in classes and on exams. **Root Cause:** Our teachers need resources and training with language acquisition support and scaffolding to embed within instruction.

Problem Statement 2 (Prioritized): All 6th-8th grade students are underperforming the district by 10% at the "meets" level on the STAAR RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams.

Root Cause 1: Teachers need professional development on how to embed STAAR-style writing into their lessons.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams.

Root Cause 2: Teachers need professional development on scaffolding and differentiation embedded within instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: WJMS has a high campus discipline referral rate.

Root Cause 3: Teachers need professional development on de-escalation and how to keep parents as partners in their student's education.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: All 6th-8th grade students are underperforming the district by 10% at the "meets" level on the STAAR RLA assessment in English.

Root Cause 4: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 6, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 39% to 45% by May 2025.

High Priority

Evaluation Data Sources: BOY Map, MOY Map, EOY Map, curriculum unit assessments, exit ticket data, formative assessments

Strategy 1: Increase the rigor and alignment of Tier I instruction (FWISD Instructional Framework) for all students through developing systems that explicitly monitor, adjust, and provide feedback to ensure high quality instructional processes.

Strategy's Expected Result/Impact: If Tier I instruction is consistently monitored adjusted, and checked throughout the instructional process, student outcomes will improve.

Staff Responsible for Monitoring: Admin team, ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a system for assigning ILT members to provide targeted feedback for lesson plans to ensure each content receives standards aligned feedback weekly. Feedback will be tracked in an online system.</p> <p>Intended Audience: Teachers, ILT</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: Weekly</p> <p>Delivery Method: feedback system will be calendared and calibrated for ILT with an online tracker teacher feedback will be face-to-face and directly on lesson plans</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a walkthrough tracker that identifies trends across the campus to ensure ILT is providing targeted professional development opportunities and PLC is aligned to data trends. Data will be collected for Culture, Tier 1 instruction, and Student Success via exit tickets and Quarterly Curriculum assessments.</p> <p>Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: weekly Delivery Method: face-to-face online tracker of data and feedback</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality and alignment of Tier I instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: PLCs will ensure data analysis and lesson alignment directly impacts student outcomes.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage in weekly data meetings in all four core PLC meetings using the DDI scripts to analyze student work in alignment with standard and targeted reteach opportunities.</p> <p>Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: weekly Delivery Method: face-to-face online tracker of feedback data and trends</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Collaborate weekly in PLCs with the Emergent Bilingual district specialist and the Reading Language Arts district specialist to ensure instruction is culturally responsive and linguistically accommodating for student growth.</p> <p>Intended Audience: Teachers, ILT</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: weekly</p> <p>Collaborating Departments: Emergent Bilingual Dept Humanities Dept</p> <p>Delivery Method: face-to-face online tracker of feedback and trends</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Develop the capacity of all teachers to implement text-based structured writing tasks in their instruction twice weekly in alignment with STAAR rubrics and expectations to improve literacy for all students.

Strategy's Expected Result/Impact: Increased text-based critical thinking and writing skills, literacy, which will increase Map and STAAR performance.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use campus funds to pay for workshops to provide teachers with professional development opportunities along with time to plan aligned lessons with embedded texts, and text-based writing tasks along with exemplars, rubrics, and lesson plans.</p> <p>Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: summer Delivery Method: face-to-face</p> <p>Funding Sources: Extra Duty pay for teachers (22 core teachers) - TITLE I (211) - 211-13-6116-OPD-048-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a schedule for targeted actions during Collaborative (PLC) meetings. Teachers and ILT members will review lesson plans in PLCs to ensure alignment to the literacy framework and STAAR rubrics for writing, examine data from exit tickets and assessments, ILT will provide feedback to teachers on lesson plans, create assessments, and collaborate on data trends within the content.</p> <p>Intended Audience: Core Teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly Delivery Method: face-to-face online tracker</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hire two Title I Resource teachers to ensure all students who need structured literacy have access to the course while maintaining low class sizes ideal for language acquisition and literacy instruction. One teacher will be an English teacher and one teacher will be a math teacher.</p> <p>Intended Audience: Students, RLA teachers, ILT Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August-May</p> <p>Funding Sources: Title Resource teachers - TITLE I (211) - 211-11-6119-04N-048-30-510-000000-25F10 - \$131,525</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Ensure all teachers are trained on building systems within their classrooms along with implementation support and monitoring. This includes systems and structures are in place in every classroom to support all students' SEL to ensure they are prepared to engage with instruction.</p> <p>Intended Audience: Faculty Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: daily weekly Delivery Method: face-to-face in coaching sessions and professional development sessions feedback on lesson plans walk throughs</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Provide technology, furniture, and supplies for the PLC room for teachers to utilize while planning, discussing, and implementing aligned lessons. This will include a microwave, refrigerator, printer, and technology apps.</p> <p>Intended Audience: teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: daily weekly Collaborating Departments: none Delivery Method: PLC</p> <p>Funding Sources: - TITLE I (211) - 211-11-6396-04N-048-30-510-000000-25F10 - \$3,000, - TITLE I (211) - 211-11-6399-04N-048-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-11-6398-04N-048-30-510-000000-25F10 - \$2,000</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 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. Root Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of the Emergent Bilingual student group who traditionally is the most marginalized by instruction on our campus from 38% to 45% by May 2025.

High Priority

Evaluation Data Sources: curriculum unit assessments, interim assessments, MAP, STAAR, formative assessments, exit tickets

Strategy 1: Teachers will engage in Tier I instruction with embedded linguistic supports to further the language acquisition of our EB students while maintaining high expectations for mastery of the content.

Strategy's Expected Result/Impact: Students will read, write, talk, and listen in every class with the express purpose of language acquisition and content mastery.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive ongoing professional development to train them on literacy support structures, Talk Read Talk Write, trauma informed instruction, data driven instruction, and higher order thinking questions. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT district personnel Date(s) / Timeframe: weekly faculty meetings Collaborating Departments: EB, Humanities, Math, and Counseling Catholic Charities (Trauma Informed Instruction) Delivery Method: face-to-face in faculty meetings walk through feedback	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will work in PLC to embed literacy and language support structures within their lessons to ensure EB students receive support and monitor effectiveness of support measures through the use of formative assessments and exit tickets.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers ILT Date(s) / Timeframe: Weekly Delivery Method: PLC face-to-face lesson plan feedback and data tracking</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: School will provide targeted intervention instruction to At-Risk students and EB students before school, after school, and on Saturdays. Students will be working on their assigned technology devices in the intervention apps of Mathia, SAAVAS, and K12 Summit. Targeted instruction will also occur in CTE and AVID classes to engage students with technology to develop a keen sense of discovery for future careers.</p> <p>Intended Audience: Teachers, At-Risk students, EB students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Daily, weekly, monthly Collaborating Departments: none Delivery Method: face-to-face</p> <p>Funding Sources: - TITLE I (211) - 211-11-6117-04N-048-30-510-000000-25F10 - \$17,599</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:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. Root Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.</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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 42% to 48% by May 2025.

High Priority

Evaluation Data Sources: BOY Map, MOY Map, EOY Map, curriculum unit assessments, interim assessments, teacher data tracking

Strategy 1: Increase the rigor and alignment of Tier I math instruction using Carnegie Math to increase achievement and learning outcomes by developing systems to explicitly monitor, adjust, and provide feedback to ensure high quality instructional processes.

Strategy's Expected Result/Impact: If Tier I instruction is consistently monitored, adjusted, and checked throughout the instructional process, student outcomes will improve.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a system for assigning ILT members to provide targeted feedback for lesson plans to ensure all math content groups receive standards aligned feedback weekly. Feedback will be tracked in an online system. Intended Audience: math teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: weekly Delivery Method: feedback system will be calendared and calibrated for ILT with an online tracker teacher feedback will be face-to-face and directly on lesson plans	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a walkthrough tracker that identifies trends across the campus to ensure ILT is providing targeted professional development opportunities and PLC is aligned to data trends.</p> <p>Intended Audience: math teachers, ILT</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: weekly</p> <p>Delivery Method: face-to-face online tracker of data and feedback</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. Root Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.</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 2: Increase the percentage of the Emergent Bilingual student group who traditionally is the most marginalized by instruction on our campus from 42% to 48% by May 2025 on their math STAAR exam.

High Priority

Evaluation Data Sources: curriculum unit assessments, interim assessments, MAP, STAAR, formative assessments, exit tickets

Strategy 1: Teachers will engage in Tier I instruction through the Carnegie materials with embedded linguistic supports to further the language acquisition of our EB students while maintaining high expectations for mastery of the math content.

Strategy's Expected Result/Impact: Students will read, write, talk, and listen in every math class with the express purpose of language acquisition and content mastery.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Daily instruction is provided at the depth and complexity of the TEKS including student performance tasks, classroom activities, assignments, intervention, and formative assessments from the Carnegie materials, Curriculum Frameworks, and Lead4ward while embedding linguistic supports to promote the acquisition of English. Intended Audience: students, teachers, Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: daily Delivery Method: face-to-face, online tracker	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in weekly data meetings using the DDI scripts to analyze student work in alignment with standard and targeted reteach opportunities focused on both success in the content and English acquisition.</p> <p>Intended Audience: Teachers, ILT</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: weekly</p> <p>Delivery Method: face-to-face online tracker of feedback data and trends</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide funds for library to purchase books of interest for our students including books in their native language, books of high interest, and graphic novels.</p> <p>Intended Audience: librarian, students</p> <p>Provider / Presenter / Person Responsible: librarian</p> <p>Date(s) / Timeframe: daily</p> <p>Collaborating Departments: none</p> <p>Delivery Method: face-to-face in library</p> <p>Funding Sources: - TITLE I (211) - 211-12-6329-04N-048-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. Root Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.</p>

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 6-8 grade students scoring at MEETS or above on STAAR Reading from 18% to 24% by May 2025.

High Priority

Evaluation Data Sources: STAAR exam, curriculum unit assessments, interim assessments, formative assessments

Strategy 1: Daily instruction is provided at the depth and complexity of the meets standards including student performance tasks, classroom activities, assignments, formative and summative assessments in all courses for all students.

Strategy's Expected Result/Impact: Improvement in STAAR scores with more achieving meets and masters

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Implementation of DDI with fidelity to produce immediate, effective teacher actions to drive a change within instructional practices.</p> <p>Intended Audience: Teachers, students</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: as needed</p> <p>Collaborating Departments: all core</p> <p>Delivery Method: face-to-face</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>				

Strategy 2: Align and leverage programs, resources and systems of support for existing academic advising.

Strategy's Expected Result/Impact: aligned resources and systems of support

Staff Responsible for Monitoring: ILT

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create career exploration labs for teachers to extend learning opportunities from conceptual to actual. This includes purchasing technology for the CTE classes to engage students in discovery of potential career pathways.</p> <p>Intended Audience: teachers, students Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: as needed Collaborating Departments: all depts Delivery Method: face-to-face</p> <p>Funding Sources: - CTE (199 PIC 22) - \$8,931, - GT (199 PIC 21) - \$1,667</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Create outdoor learning spaces for students to take learning from conceptual to actual.</p> <p>Intended Audience: teachers, students Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: as needed Collaborating Departments: all Delivery Method: face-to-face</p> <p>Funding Sources: - SPED (199 PIC 23) - \$6,279</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Provide data-informed tutorials in all core contents for AR students for reteach and enrichment activities.</p> <p>Intended Audience: students, teachers</p> <p>Provider / Presenter / Person Responsible: teachers, ILT</p> <p>Date(s) / Timeframe: as needed</p> <p>Collaborating Departments: all core contents</p> <p>Delivery Method: face-to-face</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-048-24-273-000000- - \$10,928, - BASIC (199 PIC 11) - 199-11-6116-XXX-048-11-273-000000- - \$11,256</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:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. Root Cause: Teachers need professional development on how to embed STAAR-style writing into their lessons.</p>

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 6-8 grade students scoring at MEETS or above on STAAR Math from 9% to 24% by May 2025.

High Priority

Evaluation Data Sources: STAAR exam, curriculum unit assessments, interim assessments, formative assessments

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

Strategy's Expected Result/Impact: Teachers and students make knowledgeable data driven decisions about instruction.

Staff Responsible for Monitoring: ILT

Title I:

2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create posters, social media posts, and weekly newsletters to highlight student successes and upcoming parent engagement opportunities.</p> <p>Intended Audience: students, parents, teachers, community</p> <p>Provider / Presenter / Person Responsible: Admin team</p> <p>Date(s) / Timeframe: as needed</p> <p>Delivery Method: face-to-face</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:

Demographics

Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. **Root Cause:** Teachers need professional development on scaffolding and differentiation embedded within instruction.

Student Learning

Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. **Root Cause:** Teachers need professional development on how to embed STAAR-style writing into their lessons.

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 33% to 10% by May 2025.

Evaluation Data Sources: attendance data

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community, staff, and students experiences.

Strategy's Expected Result/Impact: ILT, Teachers

Staff Responsible for Monitoring: ILT

Title I:

2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Action Step 1: Host 4 parent/community events a year, including open house, math/literacy nights, and food pantry events such as cooking classes and parenting classes.</p> <p>Intended Audience: community Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: as scheduled throughout the year Delivery Method: face-to-face</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-048-30-510-000000-25F10 - \$2,000, - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-048-30-510-000000-25F10 - \$2,398</p>				

Action Step 2 Details	Reviews			
<p>Action Step 2: Every three-week grading period, there will be celebrations for student who have perfect attendance including no tardies. This will allow everyone to continue trying to improve their attendance to earn the incentives.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: admin team, counselors, attendance committee Date(s) / Timeframe: every 3 weeks Collaborating Departments: all Delivery Method: face-to-face</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04N-048-30-510-000000-25F10 - \$2,000</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 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.</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 2: Increase positive response by EB students or our other most marginalized groups by instruction on our campus (gender, race, program, other) from 20% to 50% by May 2025.

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: Increased solutions that promote positive student outcomes

Staff Responsible for Monitoring: ILT

Title I:

2.6, 4.2

- TEA Priorities:


Recruit, support, retain teachers and principals, Improve low-performing schools


- ESF Levers:


Lever 2: Strategic Staffing, Lever 3: Positive School Culture


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a space in the school and the schedule for clubs and organizations to engage students in what they are interested in doing. These spaces would promote student participation, student/teacher relations, attendance, academic interests, and the overall climate and culture of the school.</p> <p>Intended Audience: students, teachers Provider / Presenter / Person Responsible: admin team Date(s) / Timeframe: as needed Delivery Method: face-to-face</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-61-6399-001-048-25-273-000000 - \$4,160, - BASIC (199 PIC 11) - 199-11-6399-XXX-048-11-273-000000- - \$15,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. **Root Cause:** Teachers need professional development on how to embed STAAR-style writing into their lessons.

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: Decrease the number of out of school suspensions for Hispanic students or the student group that is most marginalized on our campus from 35% to 10% by May 2025.

High Priority

Evaluation Data Sources: Focus referrals

Strategy 1: Cultivate safe, supportive, and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Increased connection to school and community

Title I:

2.5





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Counseling and SEL for students who are assigned to ISS or OCI. They will engage in data driven instruction on academics, behaviors, causes, trauma-informed decision making, and making future plans. This will also include attendance recovery and after school detention to assist students with decision-making and self-correcting negative behaviors.</p> <p>Intended Audience: students, teachers Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: as needed Delivery Method: face-to-face</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-048-11-273-000000- - \$8,456</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
Problem Statement 2: Our Emergent Bilingual subpopulation is not demonstrating anticipated growth in MAP math and reading exams. Root Cause: Teachers need professional development on scaffolding and differentiation embedded within instruction.

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 4: Increase the positive perception of parents of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 50% by May 2025.

Evaluation Data Sources: parent feedback, parent participation, student attendance

Strategy 1: Provide students and teachers with supplies needed to be successful in school and remove the barriers and stigma associated with cultural norms and differences.

Strategy's Expected Result/Impact: Increased student and parent involvement

Staff Responsible for Monitoring: everyone

Title I:

2.5, 4.1, 4.2





- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide supplies to teachers and students to increase positive performance in the classroom, increased attendance, and overall positive impact on the school. Supplies include pencils, backpacks, paper, office supplies, necessary technology, classroom supplies, and art supplies. This will also include feeding students who miss meals and providing access to the fresh food pantry.</p> <p>Intended Audience: students, parents, teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: daily Delivery Method: face-to-face</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-048-99-273-000000- - \$12,200</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 4 Problem Statements:

Student Learning

Problem Statement 1: Emergent Bilingual STAAR scores dropped due to the addition of a writing element in the ELA, Science, and Social Studies exams. **Root Cause:** Teachers need professional development on how to embed STAAR-style writing into their lessons.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	Extra Duty pay for teachers (22 core teachers)	Extra duty pay for PD after hours	211-13-6116-0PD-048-30-510-000000-25F10	\$4,000.00
1	1	3	3	Title Resource teachers	Title I Reading/ Mathematics Teacher	211-11-6119-04N-048-30-510-000000-25F10	\$131,525.00
1	1	3	5		Technology for instructional use	211-11-6396-04N-048-30-510-000000-25F10	\$3,000.00
1	1	3	5		Equipment	211-11-6398-04N-048-30-510-000000-25F10	\$2,000.00
1	1	3	5		Supplies and materials for instructional use	211-11-6399-04N-048-30-510-000000-25F10	\$5,000.00
1	2	1	3		Tutors with degree or certified	211-11-6117-04N-048-30-510-000000-25F10	\$17,599.00
2	2	1	3		Reading materials for library use	211-12-6329-04N-048-30-510-000000-25F10	\$2,000.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04N-048-30-510-000000-25F10	\$2,000.00
Sub-Total							\$167,124.00
Budgeted Fund Source Amount							\$167,124.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-048-30-510-000000-25F10	\$2,398.00
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-048-30-510-000000-25F10	\$2,000.00
Sub-Total							\$4,398.00
Budgeted Fund Source Amount							\$4,398.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-048-11-273-000000-	\$11,256.00
4	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-048-11-273-000000-	\$15,000.00
4	3	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-048-11-273-000000-	\$8,456.00
Sub-Total							\$34,712.00
Budgeted Fund Source Amount							\$34,712.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		GENERAL SUPPLIES		\$1,667.00
Sub-Total							\$1,667.00
Budgeted Fund Source Amount							\$1,667.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		INSTRUCTIONAL MATERIALS		\$8,931.00
Sub-Total							\$8,931.00
Budgeted Fund Source Amount							\$8,931.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2		INSTRUCTIONAL MATERIALS		\$6,279.00
Sub-Total							\$6,279.00
Budgeted Fund Source Amount							\$6,279.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-048-24-273-000000-	\$10,928.00
Sub-Total							\$10,928.00
Budgeted Fund Source Amount							\$10,928.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Supplies and materials - parent/community	199-61-6399-001-048-25-273-000000	\$4,160.00
Sub-Total							\$4,160.00
Budgeted Fund Source Amount							\$4,160.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-048-99-273-000000-	\$12,200.00
Sub-Total							\$12,200.00
Budgeted Fund Source Amount							\$12,200.00
+/- Difference							\$0.00
Grand Total Budgeted							\$250,399.00
Grand Total Spent							\$250,399.00
+/- 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