

Fort Worth Independent School District
129 Leadership Academy at John T White Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

The Leadership Academy at John T. White will accelerate student achievement through service and a relentless pursuit of excellence.

Value Statement

Kids First

Serve Others

Results Driven

Everybody Grows

Better Together

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	9
Student Learning	11
School Processes & Programs	12
Perceptions	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
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.	18
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.	25
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	31
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	35
Goal 5: Accelerate Student Academic Excellence	39
Campus Funding Summary	42
Policies, Procedures, and Requirements	45

Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

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District goals

Campus goals

HB3 Reading and math goals for PreK-3

HB3 CCMR goals

Performance Objectives with summative review (prior year)

Campus/District improvement plans (current and prior years)

Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Planning and decision making committee(s) meeting data

129 Leadership Academy at John T White Elementary
Generated by Plan4Learning.com

State and federal planning requirements

Accountability Data

-

Texas Academic Performance Report (TAPR) data

Student Achievement Domain

Effective Schools Framework data

Comprehensive, Targeted, and/or Additional Targeted Support Identification data

RDA data

Student Data: Assessments

-

State and federally required assessment information

STAAR current and longitudinal results, including all versions

STAAR released test questions

STAAR Emergent Bilingual (EB) progress measure data

Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student failure and/or retention rates

Local diagnostic reading assessment data

Local benchmark or common assessments data

Prekindergarten Self-Assessment Tool

Texas approved PreK - 2nd grade assessment data

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

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Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Economically disadvantaged / Non-economically disadvantaged performance and participation data

Male / Female performance, progress, and participation data

Special education/non-special education population including discipline, progress and participation data Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc. Section 504 data

Homeless data

Gifted and talented data Dyslexia data

Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Completion rates and/or graduation rates data Annual dropout rate data

Attendance data

Mobility rate, including longitudinal data Discipline records

Violence and/or violence prevention records Class size averages by grade and subject School safety data

Enrollment trends

Employee Data

Professional learning communities (PLC) data Staff surveys and/or other feedback Teacher/Student Ratio

State certified and high quality staff data Campus leadership data

Campus department and/or faculty meeting discussions and data Professional development needs assessment data

Evaluation(s) of professional development implementation and impact Equity data

T-TESS data T-PSS data

Support Systems and Other Data

Processes and procedures for teaching and learning, including program implementation Budgets/entitlements and expenditures data

Study of best practices Action research results

Other additional data

Demographics

Demographics Summary

JOHN T WHITE EL (220905129) - FORT WORTH ISD - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	446	100.0%	72,637	5,504,150	448	100.0%	72,783	5,518,432
Students by Grade:								
Early Childhood Education	9	2.0%	0.3%	0.3%	11	2.5%	0.4%	0.5%
Pre-Kindergarten	57	12.8%	6.1%	4.4%	57	12.7%	6.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	57	12.8%	5.6%	3.7%	57	12.7%	5.6%	3.7%
Kindergarten	75	16.8%	6.6%	6.7%	75	16.7%	6.6%	6.7%
Grade 1	53	11.9%	7.1%	7.2%	53	11.8%	7.1%	7.2%
Grade 2	62	13.9%	7.2%	7.2%	62	13.8%	7.2%	7.2%
Grade 3	67	15.0%	7.0%	7.2%	67	15.0%	6.9%	7.1%
Grade 4	65	14.6%	7.0%	7.2%	65	14.5%	7.0%	7.1%
Grade 5	58	13.0%	7.2%	7.2%	58	12.9%	7.2%	7.2%
Grade 6	0	0.0%	6.4%	7.3%	0	0.0%	6.4%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 9	0	0.0%	10.0%	8.7%	0	0.0%	10.0%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.8%	7.0%	0	0.0%	6.7%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.2%	6.6%
Ethnic Distribution:								
African American	317	71.1%	20.1%	12.8%	318	71.0%	20.1%	12.8%
Hispanic	103	23.1%	65.0%	53.0%	104	23.2%	65.0%	52.9%
White	10	2.2%	11.1%	25.6%	10	2.2%	11.1%	25.7%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	2	0.4%	1.7%	5.1%	2	0.4%	1.7%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	2.7%	1.8%	3.0%	12	2.7%	1.8%	3.0%
Sex:								
Female	225	50.4%	49.3%	48.8%	225	50.2%	49.3%	48.8%
Male	221	49.6%	50.7%	51.2%	223	49.8%	50.7%	51.2%
Economically Disadvantaged	424	95.1%	84.6%	62.1%	425	94.9%	84.5%	62.0%
Non-Educationally Disadvantaged	22	4.9%	15.4%	37.9%	23	5.1%	15.5%	38.0%
Section 504 Students	11	2.5%	6.4%	7.4%	11	2.5%	6.4%	7.4%
EB Students/EL	67	15.0%	39.1%	23.1%	67	15.0%	39.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	2	0.4%	0.5%	1.5%				

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	10	2.2%	5.1%	5.5%	10	2.2%	5.1%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	18	4.0%	3.0%	1.3%	18	4.0%	3.0%	1.3%
Immigrant	14	3.1%	3.6%	2.2%	14	3.1%	3.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	446	100.0%	96.4%	64.6%	448	100.0%	96.4%	64.6%
Military Connected	7	1.6%	2.4%	3.6%	7	1.6%	2.4%	3.6%
At-Risk	301	67.5%	76.5%	53.3%	301	67.2%	76.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	67	15.0%	38.0%	23.2%	67	15.0%	37.9%	23.2%
Career and Technical Education	0	0.0%	27.9%	26.5%	0	0.0%	27.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	66.0%	72.3%	0	0.0%	65.9%	72.2%
Gifted and Talented Education	17	3.8%	12.2%	8.2%	17	3.8%	12.1%	8.2%
Special Education	55	12.3%	11.6%	12.6%	57	12.7%	11.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	27.3%	41.2%	44.1%				
Students with Physical Disabilities	26	47.3%	25.1%	20.0%				
Students with Autism	**	**	19.3%	15.5%				
Students with Behavioral Disabilities	**	**	13.3%	18.8%				
Students with Non-Categorical Early Childhood	**	**	1.1%	1.6%				
Mobility (2021-22):								
Total Mobile Students	119	30.3%	21.9%	16.8%				
By Ethnicity:								
African American	82	20.9%	7.9%	3.3%				
Hispanic	20	5.1%	10.2%	8.7%				
White	9	2.3%	2.6%	3.4%				
American Indian	2	0.5%	0.1%	0.1%				
Asian	0	0.0%	0.5%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.5%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	25.8%	21.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	16.3%	15.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	116	30.9%	22.3%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	171	44.1%	22.1%	18.1%				

Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	9.5%	9.7%
1-5 Years Experience	5.0	13.9%	24.4%	26.3%
6-10 Years Experience	9.0	25.0%	19.0%	20.5%
11-20 Years Experience	11.0	30.6%	28.9%	27.2%
21-30 Years Experience	5.0	13.9%	14.3%	13.3%
Over 30 Years Experience	5.0	13.9%	4.0%	2.9%

Grade	Ethnicity/Race	N	%	N	%	N	%	%
All	All Students	419	93.9	415	91.7	421	91.1	92.18
	Hispanic	130	94.1	133	92.3	130	91.7	92.64
	African American	264	93.9	258	91.5	268	90.7	91.96
	White	8	93.4	7	87.5	6	93.9	91.11
	Two or More	14	91.9	14	90.8	15	91.7	92.08
	Other	3	100.0	3	94.8	2	89.3	94.97
	LEP	78	94.5	99	94.2	93	94.0	94.21
	SE	43	94.2	45	89.7	46	91.8	91.74
	LEP Not Served					1	100.0	100.00

Demographics Strengths

John T White Elementary is a welcoming, diverse, loving, and positive campus. Over 50% of the teachers have more than 10 years of teaching experience.

For the first semester of the 2023-2024 school year, our overall student attendance was 92.18%, below the district's goal of 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 23-24 school year our overall attendance is 92.18%. We also have multiple students that arrive tardy to school. Student attendance has consistently been below the ADA average of 97% **Root Cause:** Parent support with understanding the urgency of ensuring students are attending school regularly.

Problem Statement 2 (Prioritized): Parent involvement in family events and activities has increased; however engagement is low for parent conferences and events-related to academics. **Root Cause:** Parents don't feel empowered to take an active role in their child's education.

Student Learning

Student Learning Summary

Most recent data for MAP indicate that 63% of students in K-5 are meeting growth targets in math and reading. This is an increase in percentage from the year prior. In addition, preliminary STAAR results demonstrate that students are outperforming the year prior in achievement for every grade level and content area.

Student Learning Strengths

Leadership Academy at John T White student achievement rating is unknown. We have not received our official rating for the 2022-2023 school year.

About 64% of our students are working in or above grade level. As a campus, our students are performing better in Math than Reading.

According to MAP Growth, our 3rd grade students exceeded their projected growth from BOY to MOY in both reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

Problem Statement 2 (Prioritized): Based on F & P report for the 2023-2024 school year, 36% of our students in K-5th grade are working below grade level material. **Root Cause:** Professional development opportunities were not specific in meeting staff's individual needs to address gaps in foundational reading skills.

Problem Statement 3 (Prioritized): Problem Statement 2 (Prioritized): MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) **Root Cause:** **Root Cause:** Lack of Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

School Processes & Programs

School Processes & Programs Summary

The campus follows LAN initiatives and instructional monitoring. Professional development will be provided the first two weeks prior to school starting to front load teachers with what is needed. LAN has the Lead Support Teacher model to provide teachers with additional support.

School Processes & Programs Strengths

The campus follows LAN initiatives and instructional monitoring. Professional development will be provided the first two weeks prior to school starting to front load teachers with what is needed. LAN has the Lead Support Teacher model to provide teachers with additional support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parent hesitation to follow up with recommended services to support student trauma. **Root Cause:** Student complex trauma causes behaviors to be escalated

Perceptions

Perceptions Summary

Our students want to come to school as they feel safe and welcomed by all staff. Our attendance percentage has improved since last school year. (See addendum)

Discipline is minimal as all teachers greet students at the door every day. Teachers build relationships with students to make good choices and work hard.

Parent/Student survey is not available at this time.

Perceptions Strengths

John T White is a welcoming campus where dedicated staff ensure that all students have opportunities to grow academically, socially and emotionally. All staff have high expectations for themselves as well as their students. John T White Elementary is truly a family where we always support one another. Our parents and community partake in the different events that we host throughout the year. Our SBDM Committee makes the best decisions for all students. Our presence online is very positive as we find different ways to celebrate our staff and students. Our student data is displayed throughout the building as a constant reminder of what we are working towards and that is Student Achievement for All!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For the Fall semester of the 2023-2024 school year, we did not have any parent workshops. **Root Cause:** Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

Problem Statement 2 (Prioritized): During the Fall semester of the 2023-2024 school year, PK and Kinder students had an attendance rate of below 95% (below the district goal). **Root Cause:** Parents, students and staff need resources, materials and training to get students to come to school every day

Priority Problem Statements

Problem Statement 1: During the 23-24 school year our overall attendance is 92.18%. We also have multiple students that arrive tardy to school. Student attendance has consistently been below the ADA average of 97%

Root Cause 1: Parent support with understanding the urgency of ensuring students are attending school regularly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Parent involvement in family events and activities has increased; however engagement is low for parent conferences and events-related to academics.

Root Cause 2: Parents don't feel empowered to take an active role in their child's education.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth.

Root Cause 3: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on F & P report for the 2023-2024 school year, 36% of our students in K-5th grade are working below grade level material.

Root Cause 4: Professional development opportunities were not specific in meeting staff's individual needs to address gaps in foundational reading skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the Fall semester of the 2023-2024 school year, we did not have any parent workshops.

Root Cause 5: Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: During the Fall semester of the 2023-2024 school year, PK and Kinder students had an attendance rate of below 95% (below the district goal).

Root Cause 6: Parents, students and staff need resources, materials and training to get students to come to school every day

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parent hesitation to follow up with recommended services to support student trauma.

Root Cause 7: Student complex trauma causes behaviors to be escalated

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Problem Statement 2 (Prioritized): MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause:

Root Cause 8: Lack of Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

Problem Statement 8 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PCESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 8, 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 PK students who score On Track on Circle Phonological Awareness in English from 77% to 87% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 85% to 95% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82% to 92% by May 2025.

Evaluation Data Sources: Circle

Strategy 1: Implement evidence-based tutoring practices. High-dosage tutoring involves frequent, targeted support for struggling students.

Strategy's Expected Result/Impact: Increase academic performance

Staff Responsible for Monitoring: Admin, Data Analyst

Title I:

2.4, 2.6





- TEA Priorities:

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: Regularly assess student progress using diagnostic assessments to identify learning needs.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Aug-May</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Supplies (Paper, pens, pencils) - BASIC (199 PIC 11) - 199-11-6399-XXX-129-11-313-000000- - \$6,882</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. Root Cause: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.</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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 67% 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 58% to 68% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2025.

Evaluation Data Sources: MAP

Strategy 1: Implement the LAN Literacy Model to ensure the fidelity of programming

Strategy's Expected Result/Impact: 70% of students in grades K-5 (RP, DLE, ESL) will meet or exceed their growth measure target as measured by NWEA MAP/STAAR

Staff Responsible for Monitoring: Teachers
Instructional Coaches

Title I:

2.4, 2.6





- 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 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide STAAR and additional instructional resources to support with student discourse and meta-cognition and comprehension</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: On-Going</p> <p>Collaborating Departments: None</p> <p>Delivery Method: None</p> <p>Funding Sources: Supplies - GT (199 PIC 21) - \$185, STAAR Materials - TITLE I (211) - 211-11-6329-04E-129-30-510-000000-25F10 - \$5,626, STAAR materials - SCE (199 PIC 24) - 199-11-6399-001-129-24-313-000000- - \$3,750, STAAR materials - BEA (199 PIC 25) - 199-11-6329-001-129-25-313-000000 - \$690</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: Implement the LAN Literacy Model to ensure the fidelity of programming

Strategy's Expected Result/Impact: 70% of students in grades K-5 (RP, DLE, ESL) will meet or exceed their growth measure target as measured by NWEA MAP/STAAR





Staff Responsible for Monitoring: Teachers
Instructional Coaches

Title I:
2.4, 2.6

- 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 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide STAAR and additional instructional resources to support with student discourse and meta-cognition and comprehension</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: On-Going</p> <p>Collaborating Departments: None</p> <p>Delivery Method: None</p> <p>Funding Sources: STAAR Resources - TITLE I (211) - 211-11-6329-04E-129-30-510-000000-25F10 - \$10,000, Carnegie and conferences - TITLE I (211) - 211-13-6411-04E-129-30-510-000000-25F10 - \$5,000</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>Problem Statement 2: Based on F & P report for the 2023-2024 school year, 36% of our students in K-5th grade are working below grade level material. Root Cause: Professional development opportunities were not specific in meeting staff's individual needs to address gaps in foundational reading skills.</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 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 43.4% to 50% 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 43.4% to 50% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 50% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: By June 2025, 70% of students in K-5th will meet or exceed growth literacy targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

Strategy's Expected Result/Impact: Increase literacy targets -MAP Growth

Staff Responsible for Monitoring: Teachers, Admin

Title I:

2.4, 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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1 : Campus MAP team(LCT and Admin.) will provide professional development to teachers on utilizing the learning continuum</p> <p>Intended Audience: 3rd-5th</p> <p>Provider / Presenter / Person Responsible: Admin team</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: inperson</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:

Student Learning

Problem Statement 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. Root Cause: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

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 from 69% to 79% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 83% to 93% by May 2025.

Strategy 1: Ensure all Pre-K teachers have professional development opportunities to learn and implement the Pre-K TEKS with fidelity utilizing the LAN approved curriculum

Strategy's Expected Result/Impact: Pre-K teachers will be able to successfully teach their students the necessary foundational skills utilizing the new TEKS.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's, Professional Development opportunities and Classroom Walkthroughs/Observations will be tailored to foundational reading/math skills utilizing approved resources.</p> <p>Intended Audience: PreK teachers, Assistants</p> <p>Provider / Presenter / Person Responsible: Leadership Team, LAN</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Materials - TITLE I (211) - 211-11-6399-04E-129-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

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 56% to 66% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2025.

Strategy 1: Address individualized student needs in K-5th grade with reading/math support.

Strategy's Expected Result/Impact: Tier 2/3 students will improve their fluency in reading and math.

Staff Responsible for Monitoring: Principal/Assistant Principal

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Supplies, Materials and Resources will be purchased to help our different populations of students.</p> <p>Intended Audience: K-5th grade Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies Materials Resources - SPED (199 PIC 23) - \$1,000, Supplies Materials Resources - SPED (199 PIC 23) - \$1,864</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 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41.2% to 50% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: By May 2025, 70% of students in K-5th will meet or exceed growth math targets as measured by MAP Growth Adaptive assessments from BOY to EOY

Strategy's Expected Result/Impact: Instructional Monitoring systems will be established to track growth in Math for students K-5th grade

Staff Responsible for Monitoring: Admin team, teachers

Title I:

2.4, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Mathematics Intended Audience: K-3rd Provider / Presenter / Person Responsible: Teachers, admin team Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Problem Statement 2 (Prioritized): MAP (MOY) data indicates that grades K, 1st and 4th decreased % meeting projected growth (Math) Root Cause: **Root Cause:** Lack of Aggressive Monitoring and Structured (data-driven) focus for teachers in grades K, and 1st

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 from 20% to 30% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 25% by May 2025.

Strategy 1: Address individualized student needs in K-5th grade with reading/math support.

Strategy's Expected Result/Impact: Tier 2/3 students will improve their fluency in reading and math.

Staff Responsible for Monitoring: Principal/Assistant Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Supplies, Materials and Resources will be purchased to help our different populations of students. Intended Audience: K-5th students Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Funding Sources: Materials - TITLE I (211) - 211-11-6329-04E-129-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct 2 parent conferences 1 in the Fall and 1 in the Spring Intended Audience: Parents and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: October and February Delivery Method: in person Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-129-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide food for parents and students for parent conferences Intended Audience: parents and students Provider / Presenter / Person Responsible: admin Date(s) / Timeframe: October and February Collaborating Departments: CNS Delivery Method: in person Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-129-30-510-000000-25F10 - \$846	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. Root Cause: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.</p> <p>Problem Statement 2: Based on F & P report for the 2023-2024 school year, 36% of our students in K-5th grade are working below grade level material. Root Cause: Professional development opportunities were not specific in meeting staff's individual needs to address gaps in foundational reading skills.</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 3-5 grade students scoring at MEETS or above on STAAR Math from 22% to 32% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 30% by May 2025.

Strategy 1: Target professional development opportunities in the area of math to improve teacher capacity of well-executed lessons utilizing student data and district approved resources

Strategy's Expected Result/Impact: Teachers will be able to address individual students' needs in the classroom using district approved curriculum/resources. As a result, students will improve their ability to solve math problems.

Staff Responsible for Monitoring: Leadership Team

Title I:


2.4, 2.5, 2.6


- TEA Priorities:


Build a foundation of reading and math


Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Materials and approved supplemental resources will be purchased to ensure all K-5th grade math teachers have the necessary tools, manipulatives and supports for students in the classroom.</p> <p>Intended Audience: K-5th teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies/Materials/Resources - UNDISTRIBUTED (199 PIC 99) - 199-12-6495-XXX-129-99-313-000000- - \$11,578</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Based on MOY MAP Growth Reading during the 2023-2024 school year, only 21% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

Problem Statement 2: Based on F & P report for the 2023-2024 school year, 36% of our students in K-5th grade are working below grade level material. **Root Cause:** Professional development opportunities were not specific in meeting staff's individual needs to address gaps in foundational reading skills.

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 31% to 25% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 24% by May 2025.

Evaluation Data Sources: Focus

Strategy 1: Implementing schoolwide systems to address social and emotional needs.

Strategy's Expected Result/Impact: Increase in academic performance

Staff Responsible for Monitoring: Intervention Specialist

Title I:

2.4

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Action Step 1: Establish a team dedicated to social and emotional learning (SEL). Include representatives from various stakeholders (teachers, counselors, administrators, parents, and students). led by the intervention specialist. Develop an incentive program to reward positive behavior.</p> <p>Intended Audience: Students, teachers Provider / Presenter / Person Responsible: Intervention Specialist Date(s) / Timeframe: Aug-May Collaborating Departments: Counseling Delivery Method: In Person</p> <p>Funding Sources: Intervention Specialist - TITLE I (211) - 211-31-6119-04E-129-30-510-000000-25F10 - \$58,522, Incentives - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-129-99-313-000000- - \$5,000</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: During the 23-24 school year our overall attendance is 92.18%. We also have multiple students that arrive tardy to school. Student attendance has consistently been below the ADA average of 97% **Root Cause:** Parent support with understanding the urgency of ensuring students are attending school regularly.

Problem Statement 2: Parent involvement in family events and activities has increased; however engagement is low for parent conferences and events-related to academics. **Root Cause:** Parents don't feel empowered to take an active role in their child's education.

School Processes & Programs

Problem Statement 1: Parent hesitation to follow up with recommended services to support student trauma. **Root Cause:** Student complex trauma causes behaviors to be escalated

Perceptions

Problem Statement 1: For the Fall semester of the 2023-2024 school year, we did not have any parent workshops. **Root Cause:** Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

Problem Statement 2: During the Fall semester of the 2023-2024 school year, PK and Kinder students had an attendance rate of below 95% (below the district goal). **Root Cause:** Parents, students and staff need resources, materials and training to get students to come to school every day

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 8%to 6% by May 2025.

Strategy 1: Implement PBIS framework that emphasizes proactive strategies for promoting positive behavior and creating a positive climate for all students. (House system)

Strategy's Expected Result/Impact: 2% decrease in out-of-school suspensions

Staff Responsible for Monitoring: Intervention specialist, counselor, admin, teachers

Title I:

2.4, 2.6

- TEA Priorities:


Improve low-performing schools

- ESF Levers:


Lever 3: Positive School Culture

Problem Statements: Perceptions 1


Action Step 1 Details	Reviews			
Action Step 1: Establish a PBIS team to determine incentives for students Intended Audience: Students Provider / Presenter / Person Responsible: Counseling, Admin Date(s) / Timeframe: Aug-May Delivery Method: In Person Funding Sources: Incentives - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-129-30-510-000000-25F10 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: For the Fall semester of the 2023-2024 school year, we did not have any parent workshops. **Root Cause:** Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

Goal 5: Accelerate Student Academic Excellence

Performance Objective 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement.

High Priority

HB3 Goal

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions. College, Career and Military (CCMR) indicator as defined by the state accountability manual.

Goal 5: Accelerate Student Academic Excellence

Performance Objective 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard Math on the annual state performance measurement.

High Priority

HB3 Goal

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions. College, Career and Military (CCMR) indicator as defined by the state accountability manual.

Goal 5: Accelerate Student Academic Excellence

Performance Objective 3: Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.

High Priority

HB3 Goal

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions. College, Career and Military (CCMR) indicator as defined by the state accountability manual.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	STAAR Materials	Reading materials & Software for classroom use	211-11-6329-04E-129-30-510-000000-25F10	\$5,626.00
1	2	2	1	Carnegie and conferences	Travel for Teachers (PD)	211-13-6411-04E-129-30-510-000000-25F10	\$5,000.00
1	2	2	1	STAAR Resources	Reading materials & Software for classroom use	211-11-6329-04E-129-30-510-000000-25F10	\$10,000.00
2	1	1	1	Materials	Supplies and materials for instructional use	211-11-6399-04E-129-30-510-000000-25F10	\$5,000.00
3	1	1	1	Materials	Reading materials & Software for classroom use	211-11-6329-04E-129-30-510-000000-25F10	\$5,000.00
4	1	1	1	Intervention Specialist	Title I Intervention Specialist	211-31-6119-04E-129-30-510-000000-25F10	\$58,522.00
Sub-Total							\$89,148.00
Budgeted Fund Source Amount							\$89,148.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-129-30-510-000000-25F10	\$500.00
3	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-129-30-510-000000-25F10	\$846.00
4	2	1	1	Incentives	Snacks for parents to promote participation	211-61-6499-04L-129-30-510-000000-25F10	\$1,000.00
Sub-Total							\$2,346.00
Budgeted Fund Source Amount							\$2,346.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies (Paper, pens, pencils)	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-129-11-313-000000-	\$6,882.00
Sub-Total							\$6,882.00
Budgeted Fund Source Amount							\$6,882.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies	OTHER READING MATERIALS		\$185.00
Sub-Total							\$185.00
Budgeted Fund Source Amount							\$185.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies Materials Resources	INSTRUCTIONAL MATERIALS		\$1,864.00
2	2	1	1	Supplies Materials Resources	GENERAL SUPPLIES		\$1,000.00
Sub-Total							\$2,864.00
Budgeted Fund Source Amount							\$2,864.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	STAAR materials	Supplies and materials for instructional use	199-11-6399-001-129-24-313-000000-	\$3,750.00
Sub-Total							\$3,750.00
Budgeted Fund Source Amount							\$3,750.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	STAAR materials	Reading materials - instruction	199-11-6329-001-129-25-313-000000	\$690.00
Sub-Total							\$690.00
Budgeted Fund Source Amount							\$690.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies/Materials/Resources	INSTRCTNL RES/MED SVCS DUES	199-12-6495-XXX-129-99-313-000000-	\$11,578.00
4	1	1	1	Incentives	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-129-99-313-000000-	\$5,000.00
Sub-Total							\$16,578.00
Budgeted Fund Source Amount							\$16,578.00
+/- Difference							\$0.00
Grand Total Budgeted							\$122,443.00
Grand Total Spent							\$122,443.00
+/- 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