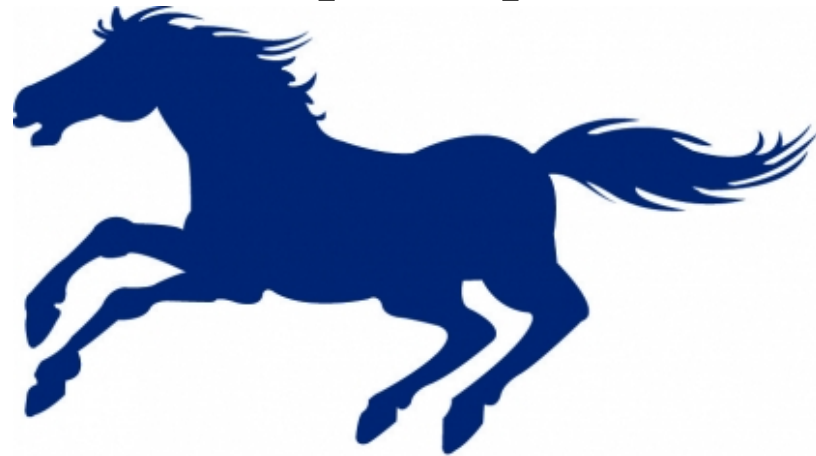


**Fort Worth Independent School District**  
**186 D.K. Sellars Elementary School**  
**2024-2025 Campus Improvement Plan**



**DAVID K. SELLARS**  
**ELEMENTARY**

# Mission Statement

We are a community of educators, students, and families collaborating to maintain a positive learning environment focused on the academic and social emotional success of all scholars.

# Vision

We aim to offer a supportive educational environment that cultivates healthy relationships with respect and accountability, empowering all students to thrive and succeed.

# Value Statement

Courtesy- We value making all feel welcome

Commitment- We value doing our best to help all students learn

Partnerships- We value the support of community in improving school experience

Excitement- We value making learning fun

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# Comprehensive Needs Assessment

Revised/Approved: February 22, 2024

## Demographics

### Demographics Summary

David K. Sellars is a Fort Worth ISD public school located at 4200 Dorsey Street. Built in 1966, it is one of two elementary schools in the city of Forest Hill, Texas. We are a big city school with a small-town feel. We're nestled in a quiet neighborhood surrounded by supportive families. We provide a safe, caring and fun place to learn for PK-5 students. All of our students receive free lunch and breakfast. As a part of high-quality instruction, we offer individualized learning plans for students, gifted and talented classes, and a dual language program. Our students participate in extracurricular activities, and our families engage in many community events. Our mission is to work with families to help children succeed in school and in life. As we like to say, "DKS is the Best!" Our campus demographics are: African American 28.4%, Hispanic 68.2%, White 2.2%, and Two or more races 1.2%

### Demographics Strengths

David K Sellars has many strengths. Some of the most notable demographics strengths include:

1. Low staff turnover rate.
2. Minimal discipline referrals
3. Texas Education Agency Accountability Rating (A-Rating)
4. mobility rate of students.
5. Supportive families

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** African American students represent 27% of the student population and comprise 57% of out of school suspensions. **Root Cause:** Tools needed for self-regulation and various social emotional supports

**Problem Statement 2 (Prioritized):** Total Special Education passing rate is 83.9% as opposed to 92.9% passing rate of all students **Root Cause:** A need for increased teaching efficacy of diverse learners

# Student Learning

## Student Learning Summary

David K. Sellars was an "A" rated per 2021-2022 Texas Education Agency A-F Accountability System . STAAR Grades 3-5 results: School Progress measure is 92%, Closing the Gaps is 88%, and Student Achievement is 74%. Comparative MAP Data captured from Spring 2022 thru Spring 2023 shows 7-19 points growth at each grade level 1-5 in Math and 1-16 points in Reading. CCMR projection data indicates 24.23% in Math and 33.83 in Reading.

STAAR 2022 Reading: Approaches 77% Meets 50% Masters 22%

2022 Math: Approaches 70% Meets 51% Masters 15%

David K. Sellars was not assigned an A-F Accountability Rating for the 2022-2023 as result of new state legislature

David K. Sellars most recent progress can be found in the Texas Education Agency 2022-23 Progress (TAPR) (see addendum)

## Student Learning Strengths

David K. Sellars participates in the STAAR annually. Additionally, student achievement and progress are measured utilizing NWEA MAP Assessments. Review of the middle of year MAP data shows multiple points of strength for the campus, including both growth and achievement from Fall to Winter in Reading and Math. With specific recognition being given to Kindergarten and 3rd Grade Math and 3rd, 4th and 5th Grade Reading.

MAP Reading Projected Proficiency Summary Reports students are predicted to approach, meet or master STAAR as indicated by nearly 60% in Math, 50% Reading and 54% Spanish Reading. Our students continue to meet their required usage of district approved intervention platforms (Dreambox and Lexia Core 5). The correlation of usage and completion help support our students academic growth in literacy and mathematics. (see addendums)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 41.6% of students are not projected to meet standard on the State of Texas assessment of academic readiness in math as evident by data reported from MOY MAP math assessment as compared to 45.1% of AA students projected not to meet standard **Root Cause:** More alignment of instruction, curriculum, and interventions needed to meet the diverse learning needs of students

**Problem Statement 2 (Prioritized):** 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade **Root Cause:** More focus needed on building foundational skills in literacy

**Problem Statement 3 (Prioritized):** Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**Problem Statement 4:** Reading STAAR data indicates that 48% of students met or exceeded expectation as compared to 41% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**Problem Statement 5:** TX-KEA Math Data indicates that 64% of Kindergarten students are on track as compared to 60% being on track in English classrooms **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

# School Processes & Programs

## School Processes & Programs Summary

David K. Sellars is currently utilizing Amplify for Reading Curriculum and Eureka for Math Curriculum.

Each teacher grades kindergarten through 5 have received training on curriculum implementation.

Teacher K-3 have completed Texas Reading Academies

Prekindergarten teachers utilize Creative Curriculum

Each Prekindergarten teacher has received training on curriculum implementation.

David K. Sellars provides extracurricular activities: Sports and Fine Arts.

We are a one to one technology device campus

We provide: Counseling services, special education services, dual language, and speech services.

Weekly professional development opportunities as well as access to district provided professional development.

## School Processes & Programs Strengths

Intervention time is embedded in the master schedule to ensure teachers are meeting with students to address individual needs. Weekly PLC's are centered around DDI and cyclical Weekly Data Meetings and Weekly Planning Meetings. Classroom observations are conducted and aligned to TTESS followed by actionable feedback to teachers. Tutoring programs are available for students to attend after school. A ratio of 1-1 technology devices for our students. Our teachers follow the FWISD Curriculum Frameworks and Scope and Sequence to ensure all TEKS are covered in the lessons. Our gifted and talented students are provided with enrichment lessons through our district gifted and talented teachers. All teachers are expected to meet with students in small group during intervention time with a daily focus on specific TEKS. Lead4ward is used to identify high leverage TEKS and various strategies to engage students and increase learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 43.8% of Kindergarten - Grade 5 students met or exceeded projected MAP math growth as opposed to 40.6% of economically disadvantaged students who met or exceeded projected MAP math growth. **Root Cause:** Professional development and culturally responsive resources needed for teachers to accelerate student learning

**Problem Statement 2 (Prioritized):** 41% of Kindergarten - Grade 5 students met or exceeded projected MAP Reading growth as opposed to 30.1% of ELL students who met or exceeded projected MAP Reading growth. **Root Cause:** Training and resources needed to enhance instructional delivery to ELL students.

# Perceptions

## Perceptions Summary

Staff members have expressed feeling valued and respected as professionals

Students enjoy school and interactions with staff and other students

The school has multiple partnerships, volunteer and family engagements opportunities

School and Community Events allow for participation and collaboration

Linguistic representation available for Spanish families

## Perceptions Strengths

David K. Sellars Elementary is a community of educators, students and families collaborating to maintain a positive learning environment focused on the academic and social emotional success of all scholars. We aim to be 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. Our parents and community partake in the different events that we host throughout the year. We are working towards Student Achievement for All!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Per feedback received from staff and parents, family engagement experiences are insufficient **Root Cause:** A need for establishing more inclusive and culturally responsive engagement opportunities

**Problem Statement 2:** Per input gathered via Site-Based Decision Making meetings, communication with stakeholders is ineffective **Root Cause:** A need for proactive planning and timely dissemination of information



# Priority Problem Statements

**Problem Statement 1:** Per feedback received from staff and parents, family engagement experiences are insufficient

**Root Cause 1:** A need for establishing more inclusive and culturally responsive engagement opportunities

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** 41% of Kindergarten - Grade 5 students met or exceeded projected MAP Reading growth as opposed to 30.1% of ELL students who met or exceeded projected MAP Reading growth.

**Root Cause 2:** Training and resources needed to enhance instructional delivery to ELL students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard.

**Root Cause 3:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade

**Root Cause 4:** More focus needed on building foundational skills in literacy

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Total Special Education passing rate is 83.9% as opposed to 92.9% passing rate of all students

**Root Cause 5:** A need for increased teaching efficacy of diverse learners

**Problem Statement 5 Areas:** Demographics

# 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- 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 benchmark or common assessments data

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

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

# 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 97.1% to 99% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90.5% to 95% by May 2025.

Increase the percentage of EB students on our campus from 90.5% to 95% by May 2025.

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Creative Curriculum to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Increase in the number of PK students who are On Track in Phonological Awareness

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

### Title I:

2.6





#### - TEA Priorities:

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

#### - ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum</p> <p><b>Intended Audience:</b> Teachers Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Bil/ESL</p> <p><b>Delivery Method:</b> In-person and virtual</p> <p><b>Funding Sources:</b> Student Instructional Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-186-11-313-000000- - \$1,080</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Total Special Education passing rate is 83.9% as opposed to 92.9% passing rate of all students <b>Root Cause:</b> A need for increased teaching efficacy of diverse learners</p>
Student Learning
<p><b>Problem Statement 2:</b> 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade <b>Root Cause:</b> More focus needed on building foundational skills in literacy</p> <p><b>Problem Statement 3:</b> Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. <b>Root Cause:</b> Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions</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 - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 60.8% to 65% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 46.9% to 50% by May 2025.

Increase the percentage of Sped students on our campus from 29.4% to 40% by May 2025.

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all classrooms through professional learning sessions, planning, and materials.

**Strategy's Expected Result/Impact:** Increased student fluency

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

**Title I:**  
2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies).  <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach Admin <b>Date(s) / Timeframe:</b> June 2024-May 2025 <b>Collaborating Departments:</b> Literacy Bil/ESL <b>Delivery Method:</b> In-Person and virtual	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Establish culturally responsive instruction and support based on student needs</p> <p><b>Intended Audience:</b> Teacher Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teacher Counselor Instructional Coach Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Community and Strategic Partnerships</p> <p><b>Delivery Method:</b> In-person and virtual</p> <p><b>Funding Sources:</b> Substitutes for supplemental instruction - SCE (199 PIC 24) - 199-11-6112-001-186-24-313-000000- - \$2,000, Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-186-24-313-000000- - \$1,060, Contracted instructional services - SCE (199 PIC 24) - 199-11-6299-001-186-24-313-000000- - \$2,100</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade <b>Root Cause:</b> More focus needed on building foundational skills in literacy</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> 41% of Kindergarten - Grade 5 students met or exceeded projected MAP Reading growth as opposed to 30.1% of ELL students who met or exceeded projected MAP Reading growth. <b>Root Cause:</b> Training and resources needed to enhance instructional delivery to ELL students.</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 46.2% 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 50.8% to 55% by May 2025.

Increase the percentage of Special Education students from 23.3% to 40% by May 2025.

**Strategy 1:** Daily instruction is planned to provide differentiated instructional strategies and content to help students master what is taught including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Diverse learners grow and or meet expectations

**Staff Responsible for Monitoring:** Teachers

Instructional Coach

Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

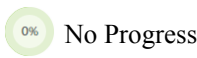
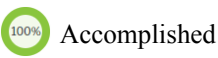
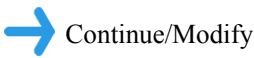

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math Literacy Bil/ESL SPED</p> <p><b>Delivery Method:</b> In-person and virtual</p> <p><b>Funding Sources:</b> Teacher Assistant - TITLE I (211) - 211-11-6129-04E-186-30-510-000000-25F10 - \$26,894, Supplies and materials - BEA (199 PIC 25) - 199-61-6399-001-186-25-313-000000 - \$1,703</p>	Formative		Summative	
	Nov	Jan	Mar	June

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

**Strategy's Expected Result/Impact:** Improved literacy and overall performance of students





**Staff Responsible for Monitoring:** Teachers  
Instructional Coach  
Admin

**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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Grant students access to quality literature and resources <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> September 2024-April 2025 <b>Collaborating Departments:</b> Library Media Literacy <b>Delivery Method:</b> In-Person Online  <b>Funding Sources:</b> Reading materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-186-99-313-000000- - \$3,600, Instructional resources/media and technology - UNDISTRIBUTED (199 PIC 99) - 199-12-6396-XXX-186-99-313-000000- - \$4,800	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Total Special Education passing rate is 83.9% as opposed to 92.9% passing rate of all students <b>Root Cause:</b> A need for increased teaching efficacy of diverse learners

**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 92.3% to 97% by May 2025.

Increase the percentage of EB students from 90.5% to 95% by May 2025.

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Creative Curriculum to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Increased student performance and numeracy

**Staff Responsible for Monitoring:** Teachers

Instructional Coach

Admin

**Title I:**

2.5, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum</p> <p><b>Intended Audience:</b> Teachers Assistants</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning Mathematics Bil/ESL</p> <p><b>Delivery Method:</b> In-person and virtual</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:**

**Student Learning**

**Problem Statement 2:** 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade **Root Cause:** More focus needed on building foundational skills in literacy

**Problem Statement 3:** Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**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 Kinder students who score On Track on TX-KEA Math from 64% to 69% by May 2025.

Increase the percentage of students receiving English math instruction from 60% to 65% by May 2025.

**Strategy 1:** Improve the quality of Tier 1 instruction for students through the use of Eureka Math Curriculum

**Strategy's Expected Result/Impact:** Increased student performance and numeracy

**Staff Responsible for Monitoring:** Teachers

Instructional Coach

Admin

**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 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure direct and explicit daily instruction utilizing Eureka Curriculum and math intervention.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May2025</p> <p><b>Collaborating Departments:</b> Math</p> <p><b>Delivery Method:</b> In-person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade **Root Cause:** More focus needed on building foundational skills in literacy

**Problem Statement 3:** Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**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 55.6% to 60% by May 2025.

Increase the percentage of special education students on our campus from 38.5% to 43% by May 2025.

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increased percentage of students performing at or above grade level

**Staff Responsible for Monitoring:** Teachers  
Administrators

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure direct and explicit daily instruction through the implementation of the FWISD Instructional Frameworks ensuring numeracy and math fluency in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach Admin</p> <p><b>Date(s) / Timeframe:</b> October 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math Reading Science</p> <p><b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> Human Capital, Curriculum, Supplies and Materials - BASIC (199 PIC 11) - 199-11-6116-XXX-186-11-313-000000- - \$5,000, General Supplies, Manipulatives, Instructional Aids, Curriculum - BASIC (199 PIC 11) - 199-11-6399-XXX-186-11-313-000000- - \$7,523, Teacher Assistant - TITLE I (211) - 211-11-6129-04E-186-30-510-000000-25F10 - \$26,894</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
<p><b>Problem Statement 3:</b> Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. <b>Root Cause:</b> Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions</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 3-5 grade students scoring at MEETS or above on STAAR Reading from 34.85% to 60% by May 2025.

Increase the percentage of special education students on our campus from 21.4% to 50% by May 2025.

**Strategy 1:** Daily instruction is planned to provide differentiated instructional strategies and content to help students master what is taught including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increased instructional efficacy targeting diverse learners.

**Staff Responsible for Monitoring:** Teachers

Instructional Coach

Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


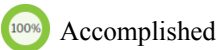
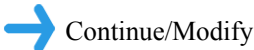

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Literacy Bil/ESL Sped</p> <p><b>Delivery Method:</b> In-person and virtual</p> <p><b>Funding Sources:</b> Student care items - SPED (199 PIC 23) - \$3,119, Tutoring - TITLE I (211) - 211-11-6116-04E-186-30-510-000000-25F10 - \$11,025, Tutoring - TITLE I (211) - 211-11-6117-04E-186-30-510-000000-25F10 - \$11,611</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Total Special Education passing rate is 83.9% as opposed to 92.9% passing rate of all students <b>Root Cause:</b> A need for increased teaching efficacy of diverse learners</p>
Perceptions
<p><b>Problem Statement 1:</b> Per feedback received from staff and parents, family engagement experiences are insufficient <b>Root Cause:</b> A need for establishing more inclusive and culturally responsive engagement opportunities</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 40% to 60% by May 2025.  
 Increase the percentage of special education students on our campus from 28.6% to 50% by May 2025.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increased instructional efficacy resulting in student growth and achievement.

**Staff Responsible for Monitoring:** Lakesha Wilson  
 3-5 Grade Teachers  
 Instructional Coach  
 Administrators

**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, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Secure curriculum and resources to elaborate and extend learning <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> Administrators Administrative Assistant Instructional Coach <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Gifted and Talented Bil/ESL Counseling <b>Delivery Method:</b> In-person and virtual  <b>Funding Sources:</b> General Supplies - GT (199 PIC 21) - \$571, Technology - UNDISTRIBUTED (199 PIC 99) - 199-31-6396-XXX-186-99-313-000000- - \$1,117	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade **Root Cause:** More focus needed on building foundational skills in literacy

**Problem Statement 3:** Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions

**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 are chronically absent from 18.3% to 10% by May 2025.

Decrease the number and percentage of African American students who are chronically absent from 26.8% to 10% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates.

**Strategy's Expected Result/Impact:** Improved student engagement and daily attendance

**Staff Responsible for Monitoring:** FES

Counselor

Data Clerk

Admin

**Title I:**

2.5, 2.6, 4.1

- **TEA Priorities:**



Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Monitor, encourage, and celebrate improved school attendance.</p> <p><b>Intended Audience:</b> Teachers Students</p> <p><b>Provider / Presenter / Person Responsible:</b> FES Counselor Data Clerk Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Family Engagement Stay In School</p> <p><b>Delivery Method:</b> In-person and virtual</p> <p><b>Funding Sources:</b> Supplies and materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-186-30-510-000000-25F10 - \$502, Snacks to promote parent participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-186-30-510-000000-25F10 - \$1,000, Vendors for campus events - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-186-30-510-000000-25F10 - \$500, Extra Duty Pay - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-186-30-510-000000-25F10 - \$500, Student snacks and incentives - TITLE I (211) - 211-11-6499-04E-186-30-510-000000-25F10 - \$1,010.60, Instruments - BASIC (199 PIC 11) - 199-11-6397-XXX-186-11-313-000000- - \$1,400, - TITLE I (211) - 211-61-6299-04L-186-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Strategy 2:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Strategy's Expected Result/Impact:** Safe and efficient physical plant and operations

**Staff Responsible for Monitoring:** Head Custodian

Secretary  
Admin





**Title I:**

2.6

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement daily building inspection and respond to campus needs <b>Intended Audience:</b> Staff Families Students <b>Provider / Presenter / Person Responsible:</b> Custodians <b>Date(s) / Timeframe:</b> July 2024-June 2025 <b>Collaborating Departments:</b> Maintenance <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Maintenance and operations - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-186-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 50% of students are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 69.6% of second graders students projected not to meet standard in 3rd grade <b>Root Cause:</b> More focus needed on building foundational skills in literacy</p>
<p><b>Problem Statement 3:</b> Math STAAR data indicates that 50% of students met or exceeded expectation as compared to 32% of Special Education students meeting standard. <b>Root Cause:</b> Need for consistent delivery of Tier 1 instruction and implementation of scaffolds and interventions</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Per feedback received from staff and parents, family engagement experiences are insufficient <b>Root Cause:</b> A need for establishing more inclusive and culturally responsive engagement opportunities</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:** Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 3.3% to 1.7% by May 2025.

Decrease the number of discretionary referrals for African American students from 41.6% to 10% by May 2024. (number to reflect amount of SOC that are asked to leave the classroom due to disciplinary reasons)

**Strategy 1:** Cultivate safe, supportive and equitable learning environments

**Strategy's Expected Result/Impact:** Enhanced-student school relationships and decreased discipline referrals

**Staff Responsible for Monitoring:** Teachers

Counselor

Admin

**Title I:**

2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

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

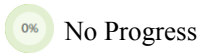
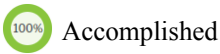
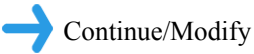

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement school wide expectations and restorative practices</p> <p><b>Intended Audience:</b> Students Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers FES Counselor Admin</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Restorative Practices</p> <p><b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Digital intervention access - TITLE I (211) - 211-11-6396-04E-186-30-510-000000-25F10 - \$4,999, Community engagement - TITLE I (211) - 211-61-6121-04L-186-30-510-000000-25F10 - \$2,640, Community engagement - TITLE I (211) - 211-61-6116-04L-186-30-510-000000-25F10 - \$4,200, Snacks for parents - TITLE I (211) - 211-61-6499-04L-186-30-510-000000-25F10 - \$1,000, Snacks and incentives for students - TITLE I (211) - 211-11-6499-04E-186-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Per feedback received from staff and parents, family engagement experiences are insufficient <b>Root Cause:</b> A need for establishing more inclusive and culturally responsive engagement opportunities</p>

# State Compensatory

## Budget for 186 D.K. Sellars Elementary School

**Total SCE Funds:** \$5,160.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

We currently utilize multi-tiered systems of support to enhance teaching and learning, including: One to one technology, access to online interventions for literacy and math, tutoring, supplemental instructional materials, and extended day.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-186-30-510-000000-25F10	\$26,894.00
2	3	1	1	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-186-30-510-000000-25F10	\$26,894.00
3	1	1	1	Tutoring	Tutors with degree or certified	211-11-6117-04E-186-30-510-000000-25F10	\$11,611.00
3	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-186-30-510-000000-25F10	\$11,025.00
4	1	1	1		Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-186-30-510-000000-25F10	\$800.00
4	1	1	1	Student snacks and incentives	Snacks or incentives for students	211-11-6499-04E-186-30-510-000000-25F10	\$1,010.60
4	2	1	1	Community engagement	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-186-30-510-000000-25F10	\$2,640.00
4	2	1	1	Snacks for parents	Snacks for parents to promote participation	211-61-6499-04L-186-30-510-000000-25F10	\$1,000.00
4	2	1	1	Snacks and incentives for students	Snacks or incentives for students	211-11-6499-04E-186-30-510-000000-25F10	\$1,000.00
4	2	1	1	Community engagement	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-186-30-510-000000-25F10	\$4,200.00
4	2	1	1	Digital intervention access	Technology for instructional use	211-11-6396-04E-186-30-510-000000-25F10	\$4,999.00
<b>Sub-Total</b>							\$92,073.60
<b>Budgeted Fund Source Amount</b>							\$92,073.60
<b>+/- Difference</b>							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks to promote parent participation	Snacks for parents to promote participation	211-61-6499-04L-186-30-510-000000-25F10	\$1,000.00
4	1	1	1	Vendors for campus events	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-186-30-510-000000-25F10	\$500.00
4	1	1	1	Extra Duty Pay	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-186-30-510-000000-25F10	\$500.00
4	1	1	1	Supplies and materials	Supplies and materials for parental involvement	211-61-6399-04L-186-30-510-000000-25F10	\$502.00
<b>Sub-Total</b>							\$2,502.00
<b>Budgeted Fund Source Amount</b>							\$2,502.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Student Instructional Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-186-11-313-000000-	\$1,080.00
2	3	1	1	Human Capital, Curriculum, Supplies and Materials	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-186-11-313-000000-	\$5,000.00
2	3	1	1	General Supplies, Manipulatives, Instructional Aids, Curriculum	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-186-11-313-000000-	\$7,523.00
4	1	1	1	Instruments	INSTRUCTION   BAND INSTR < \$5000	199-11-6397-XXX-186-11-313-000000-	\$1,400.00
<b>Sub-Total</b>							\$15,003.00
<b>Budgeted Fund Source Amount</b>							\$15,003.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	General Supplies	GENERAL SUPPLIES		\$571.00
<b>Sub-Total</b>							\$571.00
<b>Budgeted Fund Source Amount</b>							\$571.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Student care items	GENERAL SUPPLIES		\$3,119.00
<b>Sub-Total</b>							\$3,119.00
<b>Budgeted Fund Source Amount</b>							\$3,119.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Contracted instructional services	Contracted instructional services	199-11-6299-001-186-24-313-000000-	\$2,100.00
1	2	1	2	Substitutes for supplemental instruction	Subs for supplemental instruction	199-11-6112-001-186-24-313-000000-	\$2,000.00
1	2	1	2	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-186-24-313-000000-	\$1,060.00
<b>Sub-Total</b>							\$5,160.00
<b>Budgeted Fund Source Amount</b>							\$5,160.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies and materials	Supplies and materials - parent/community	199-61-6399-001-186-25-313-000000	\$1,703.00
<b>Sub-Total</b>							\$1,703.00
<b>Budgeted Fund Source Amount</b>							\$1,703.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	1	Reading materials	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-186-99-313-000000-	\$3,600.00
1	3	2	1	Instructional resources/media and technology	INSTRCTNL RES/MED SVCS   TECHNOLOGY < \$5000	199-12-6396-XXX-186-99-313-000000-	\$4,800.00
3	2	1	1	Technology	GUIDANCE & COUNSELING SVC   TECHNOLOGY < \$5000	199-31-6396-XXX-186-99-313-000000-	\$1,117.00
4	1	2	1	Maintenance and operations	PLANT MAINT & OPERATION   SUPPLIES MAINT & OPERATION	199-51-6319-XXX-186-99-313-000000-	\$500.00
<b>Sub-Total</b>							\$10,017.00
<b>Budgeted Fund Source Amount</b>							\$10,017.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$130,148.60
<b>Grand Total Spent</b>							\$130,148.60
<b>+/- Difference</b>							\$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