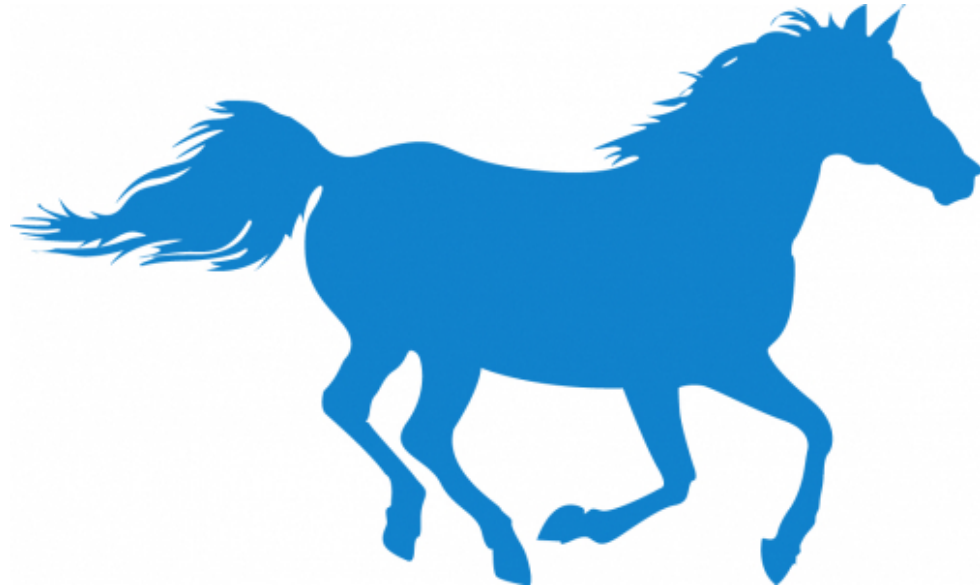


**Fort Worth Independent School District
163 Bruce Shulkey Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

The mission at Bruce Shulkey is to provide a positive environment that is conducive to learning and to provide quality instruction within a mutually respectful community of future leaders.

Vision

Igniting a passion for learning in every student.

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

See individual categories.

Demographics

Demographics Summary

Bruce Shulkey is a 66 year old Title 1 campus located in Fort Worth, Texas. We are in the established Wedgwood neighborhood within the FWISD Southwest pyramid. With the loss of a Language Center on campus, enrollment has decreased since 2019 from 495 to a current enrollment of 391. The campus population breakdown: 42% Hispanic, 33% African American, 15% White, and 4% Asian. The current mobility rate is 1:35 students, so roughly 11%. The attendance rate has increased to 92.23% from 88% last school year. Bruce Shulkey Elementary's student groups include: 19% ELL, 6% GT, 19% SPED, and 73% Economically Disadvantaged. The enrollment the past couple of years has remained steady, and the Teaching Staff will be increased by 1 teacher for the 2024-2025 school year. This past year we acquired a full-time counselor, and we have a librarian, a Specialized English Teacher (SET), a dyslexia teacher, a licensed school psychologist, an educational diagnostician, and two speech pathologists. We also a behavioral unit and two self-contained special needs units. Beginning with the 23-24 year, our behavioral unit receives students from 10 other campuses. Our teacher to student ratio is 1 to 17.

Demographics Strengths

Bruce Shulkey has many strengths, some of which include:

1. 100% of eligible Staff has completed, or will have completed, the Reading Academies for HB3 by the end of May.
2. With the exception of 1 teacher, all Staff are classified as highly-qualified.
3. All 4th grade students receive mentors through our partnership with the Academy4 program.
4. BSE provides a diverse student population, including Special Programs such as RISE, SEAS, ECSE Inclusion.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All students in grades 2-5 regressed by 27% in their TELPAS Composite score. **Root Cause:** ELPS not being incorporated into daily lesson plans and instruction.

Problem Statement 2: Disproportionate number of African American males receiving referrals for discipline. **Root Cause:** Lack of schoolwide fidelity to teacher-created PBIS and use of relational agreement/classroom management systems.

Problem Statement 3: At the conclusion of the 5th 6 weeks, teacher submitted referrals have exceeded the number of referrals written last school year. **Root Cause:** Lack of participation in relationship-building and/or classroom management teacher professional development offered throughout the school year to support teacher-student relationships.

Student Learning

Student Learning Summary

For the 2023 3rd grade Math STAAR, we had growth of 3% in the Meets category and 4% in the Masters category. Trends to address are lack of growth Hispanic in all categories and African American at Approaches.

In the 2023 MAP Growth Reading Scores (BOY to EOY for all grade levels and student groups), our Hispanic Learners outperformed all other groups, with 41% meeting the grade level norm. A trend to address is the dip in percent meeting grade level norm in the African American and Emergent Bilingual student groups.

In the 2023 MAP Growth Math Scores (BOY to EOY for all grade levels and student groups), our Hispanic Learners outperformed all other groups, with 45% meeting their projected growth. A trend to address is the growth of the African American (31%), and Special Education (37%) student groups.

Student Learning Strengths

Some of the Student Learning Strengths prior to the current State assessment(s) includes:

1. 38% of all students met projected growth for MAP Growth from BOY to EOY for Reading.
2. 38% of all students met projected growth for MAP Growth from BOY to EOY for Math.
3. Kinder Learners outperformed all other groups,

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. **Root Cause:** Students are reading one or more grade levels below.

Problem Statement 2: Campus-wide, students are under-identified for Dyslexia services. **Root Cause:** Lack of additional classroom-documented data to present at MTSS meetings.

School Processes & Programs

School Processes & Programs Summary

Personnel/Professional Practices

At Bruce Shulkey, we have interviewing committees consisting of administrators, teachers, and staff members that work to find the best candidate for the position. Administrators use resources including the APPLICANT, Teacher Fit, and Zero Risk to prescreen candidates. We conduct the interview(s) and the committee will make a decision. To retain new teachers, we have a Campus Instructional Coach, new teacher academy, and campus-level New Teacher briefings on going through out the year as needed. We have grade level chairs at each grade level, committees, and lead teachers that provide additional information to the campus. As a faculty and SBDM committee, we have spent time analyzing data to see where improvement can take place. We track progress towards intended outcomes using our CIP at MOY and EOY. After analyzing campus, data professional development is planned accordingly for the school year.

Programs and Opportunities for Students

The programs we have at Bruce Shulkey include RISE, SEAS, Dyslexia, GT, Speech, SPED, and we are an ESL-only school. The students in these programs are challenged and expected to make progress toward meeting their yearly goals. Enrichment opportunities are provided in several areas including Cheerleading, Art contests, Good News Club, Geek Squad, Jr. Academy4, HIT Tutoring, Football, Soccer, Basketball and Battle of the Books. Dyslexia and Special Ed teachers attend Neuhaus training for Tier 2/3 intervention. We implement the FWISD curriculum with the Eureka and Amplify programs. All instructional minutes are accounted for in grade level schedules posted outside each classroom door. Bruce Shulkey Elementary's student groups include: 19% ELL, 6% GT, 19% SPED, and 4% Dyslexia. We have college spirit days by allowing faculty and students to wear their college shirts. We are a 1:1 campus providing each student with an iPad that students can use at school and home. Shulkey offers intervention services for nonqualifying students to remediate and accelerate areas of need. We provide interventions during the school day to provide equity and access for students that ride the bus home. Data meetings are conducted, including instructional planning time with teachers in a pull out setting after students have taken local benchmarks to create interventions for grade 3 to 5. The Staff uses MAP data to identify K-2 students in need of additional reading instruction. Intervention time is included in the master schedule and provided by the teachers and an outside tutoring provider.

Procedures

To support powerful teaching and learning, we provide 45 minutes a week for PLCs. During PLCs, teachers utilize Bambrick model approach to DDI with weekly data meetings. Shulkey has a school-wide computer lab schedule to ensure students are able to meet the required time for designated programs. We follow the District Scheduling Guidance Grade Level documents when creating the master roster to ensure required instructional minutes are met. Master schedules have been created to optimize learning time for all grade levels with careful consideration for time constraints in regards to teacher planning, recess, lunch, dyslexia, SPED, EL, and tutorial pull outs. Bruce Shulkey has incorporated its own PBIS incentive program to assist students with their social and emotional needs. Returning teachers had two days of restorative training to promote a decrease in student discipline referrals and a decrease in out of school suspensions.

School Processes & Programs Strengths

Some areas of note include:

1. Academy4 Mentoring Program brought to the campus for 4th graders.
2. Integrated intervention time included in the Master Schedule.
3. Technology-smart boards in every classroom, 1:1 iPads for students, incorporation of interactive apps and assessments, computer lab, and technology carts.
4. Weekly targeted PLCs focused on curriculum internalization, lesson planning, and teacher modeling.
5. Professional Development that is focused on best practices.
6. Teacher-created/led PBIS protocol for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to MAP Growth Reading scores, 35% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not routinely applying reading strategies and problem solving skills effectively in testing situations.

Problem Statement 2 (Prioritized): According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not completing math problems using the Read, Draw, Write process.

Perceptions

Perceptions Summary

For the past two years, Bruce Shulkey has partnered with the Academy4 mentoring program for all enrolled 4th graders. 4th graders participate in student-selected clubs and meet individually with mentors one Friday/month. For the 23-24 school year, BSE students were selected to perform at the sponsor/donor luncheon.

Perceptions Strengths

Bruce Shulkey has implemented a teacher-generated "Mustang Corral" to establish behavior norms, offer incentives for good behavior choices and encourage a positive culture surrounding behavior.

Priority Problem Statements

Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively.

Root Cause 1: Students are reading one or more grade levels below.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to MAP Growth Reading scores, 35% of 4th and 5th graders met their MAP Growth projections.

Root Cause 2: Students are not routinely applying reading strategies and problem solving skills effectively in testing situations.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections.

Root Cause 3: Students are not completing math problems using the Read, Draw, Write process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: All students in grades 2-5 regressed by 27% in their TELPAS Composite score.

Root Cause 4: ELPS not being incorporated into daily lesson plans and instruction.

Problem Statement 4 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 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: May 28, 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 75% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 69% to 74% by May 2025.

Evaluation Data Sources: CLI - Eduphoria

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 5%

Staff Responsible for Monitoring: Pre-K teachers, Principal, Assistant Principal

Title I:

2.4, 2.6, 4.1

- 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 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Creative Curriculum; Participate in PLCs. Intended Audience: Pre-K Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal, Early Learning Date(s) / Timeframe: Aug-May Collaborating Departments: Pre-K Team; Early Learning Delivery Method: None	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: District implemented Instructional Planning Days utilized to provide a day of standards-aligned/ vertical planning for teachers with the CLT. In addition to scheduled walkthroughs, the campus will participate in Learning Walks.

Staff Responsible for Monitoring: Principal, AP, CIC

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, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implement the services of a Title 1 teacher to foster collaborative partnerships with all stakeholders to help communicate data-informed needs and assist with formulating solutions for improved student outcomes. Intended Audience: Staff Provider / Presenter / Person Responsible: Title 1 Teacher Date(s) / Timeframe: Year-long Funding Sources: - TITLE I (211) - 211-11-6119-04E-163-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Foster collaborative partnerships- High Impact Tutoring, PLCs- with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Intended Audience: Staff, Community Provider / Presenter / Person Responsible: Teachers, Principal, AP Date(s) / Timeframe: Year-long Funding Sources: - TITLE I (211) - 211-11-6112-0PD-163-30-510-000000-25F10 - \$1,930.20	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. **Root Cause:** Students are reading one or more grade levels below.

School Processes & Programs

Problem Statement 1: According to MAP Growth Reading scores, 35% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not routinely applying reading strategies and problem solving skills effectively in testing situations.

Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not completing math problems using the Read, Draw, Write process.

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 38% to 43% 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 32% to 37% by May 2025.

Evaluation Data Sources: MAP Fluency- Sentence Reading Fluency

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on MAP Fluency by 5%

Staff Responsible for Monitoring: Pre-K Teachers, Principal and Assistant Principal

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 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement School to Home communication weekly, and then as needed.</p> <p>Intended Audience: School staff and families</p> <p>Provider / Presenter / Person Responsible: Principal, teachers, FES</p> <p>Date(s) / Timeframe: Year-long</p> <p>Collaborating Departments: CLT, ILT, Teachers</p> <p>Delivery Method: Class DOJO, Blackboard, Newsletters</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: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and

observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and CIC

Title I:

2.4, 2.5

- TEA Priorities:

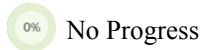
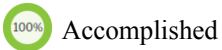
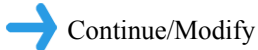

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, AP Date(s) / Timeframe: Year-long Collaborating Departments: CLT	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.</p>
School Processes & Programs
<p>Problem Statement 1: According to MAP Growth Reading scores, 35% of 4th and 5th graders met their MAP Growth projections. Root Cause: Students are not routinely applying reading strategies and problem solving skills effectively in testing situations.</p> <p>Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. Root Cause: Students are not completing math problems using the Read, Draw, Write process.</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 38% to 43% 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 35% to 40% by May 2025.

Evaluation Data Sources: MAP Growth Reading - ADQ Portal

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: MAP Growth Reading scores will increase by 5% overall and 10% for AA students.

Staff Responsible for Monitoring: Pre-K Teachers, Principal and 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


Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Curriculum to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.</p> <p>Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, AP, CIC Date(s) / Timeframe: Year-long</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-163-24-313-000000- - \$3,370, - SCE (199 PIC 24) - 199-11-6399-001-163-24-313-000000- - \$500, - GT (199 PIC 21) - \$386, - SPED (199 PIC 23) - \$4,907</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and CIC

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration schedule for walkthroughs and feedback. Intentional data meetings led ILT. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, AP, CIC Date(s) / Timeframe: Year-long Collaborating Departments: CLT	Formative		Summative	
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 72% to 77% 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 63% to 68% by May 2025.

Evaluation Data Sources: CLI-Eduphoria

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 10%.

Staff Responsible for Monitoring: Pre-K Teachers, Principal and Assistant Principal

Title I:

2.4, 4.1, 4.2





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Fidelity to the Creative Curriculum, Participate in PLCs.</p> <p>Intended Audience: Pre-K Teachers</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal, and Early Learning</p> <p>Date(s) / Timeframe: Year-long</p> <p>Collaborating Departments: Pre-K Team, Early Learning</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: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Instructional planning meetings will be prescheduled for the year to provide a day of pull out planning for teachers with the CLT. 100% completion rate of teacher walk throughs per proration guide by the EOY 2025.

Staff Responsible for Monitoring: CLT

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Weekly PLCs by grade level Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, AP, CIC Date(s) / Timeframe: Year-long Collaborating Departments: Staff	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
<p>Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.</p>

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 72% to 77% 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 63% to 68% by May 2025.

Evaluation Data Sources: TX-KEA - Eduphoria

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase AA percentage on TX-KEA for students on track, in Math by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and 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 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: School will focus on MAP Growth for subsequent data points. (No longer using TX-KEA after Wave 1.)</p> <p>Intended Audience: Kinder Teachers</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Date(s) / Timeframe: Year-long</p> <p>Collaborating Departments: Kinder team and CLT</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: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: CLT

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, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a concentrated ILT for distributive leadership. One teacher per grade level, SpEd, and Specials represented.</p> <p>Intended Audience: Staff</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Date(s) / Timeframe: Year-long</p> <p>Collaborating Departments: CLT</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 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.</p>
School Processes & Programs
<p>Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. Root Cause: Students are not completing math problems using the Read, Draw, Write process.</p>

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 38% to 43% 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 35% to 40% by May 2025.

Evaluation Data Sources: ADQ Portal

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase in MAP Growth Math by 5% for all students. AA will increase from 0% to 20%.

Staff Responsible for Monitoring: Principal, Assistant Principal, CIC, and Teachers

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 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy 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.</p> <p>Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, AP, CIC Date(s) / Timeframe: Year-long</p> <p>Funding Sources: - TITLE I (211) - 211-13-6399-04E-163-30-510-000000-25F10 - \$1,000, - BEA (199 PIC 25) - 199-11-6399-001-163-25-313-000000 - \$570, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-163-99-313-000000- - \$11,490, - BASIC (199 PIC 11) - 199-11-6399-XXX-163-11-313-000000- - \$11,490</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: CLT

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, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continuation of a teacher-created culture team to implement school-wide protocols. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff Date(s) / Timeframe: Year-long Collaborating Departments: CLT	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.

School Processes & Programs

Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not completing math problems using the Read, Draw, Write process.

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 30% to 40% 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 6% to 20% by May 2025.

Evaluation Data Sources: 3: 12%; 4th: 5%; 5th: 0%

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR reading scores will increase 5% and AA increase 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 2.5, 2.6, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP, CIC Date(s) / Timeframe: Year-long Funding Sources: - TITLE I (211) - 211-11-6399-04E-163-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: CLT

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, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration schedule for walkthroughs and feedback. Intentional data meetings led by the CLT. Intended Audience: Staff Provider / Presenter / Person Responsible: CLT Date(s) / Timeframe: Year-long Collaborating Departments: CLT	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 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.

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 35% 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 0% to 20% by May 2025.

Evaluation Data Sources: 3: 0%; 4th: 0%; 5th: 0%

Strategy 1: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: In addition to scheduled walkthroughs, the campus will participate in Learning Walks. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: CLT

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, Lever 5: Effective Instruction


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, teacher fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff, Principal, AP Date(s) / Timeframe: Year-long Collaborating Departments: Staff	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: STAAR Math results will increase by 15% overall and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

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: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff, Principal, AP Date(s) / Timeframe: Year-long	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: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.
School Processes & Programs
Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. Root Cause: Students are not completing math problems using the Read, Draw, Write process.

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 14% to 9% 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 6% to 3% by May 2025.

Evaluation Data Sources: FES Attendance

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR Reading will increase overall performance by 5% and AA by 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 4.1





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys.</p> <p>Intended Audience: Staff</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Date(s) / Timeframe: Year-long</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6129-04L-163-30-510-000000-25F10 - \$1,915</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increase in attendance by 2%.

Staff Responsible for Monitoring: FES, attendance clerk, counselor, teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

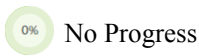
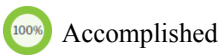
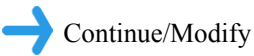

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.</p> <p>Intended Audience: Staff</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Date(s) / Timeframe: Year-long</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04E-163-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: All students in grades 2-5 regressed by 27% in their TELPAS Composite score. Root Cause: ELPS not being incorporated into daily lesson plans and instruction.</p>
Student Learning
<p>Problem Statement 1: According to Reading STAAR data, the percentage of all students in Approaches, Meets, and Masters decreased by 3%, 13%, and 9% respectively. Root Cause: Students are reading one or more grade levels below.</p>

School Processes & Programs

Problem Statement 1: According to MAP Growth Reading scores, 35% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not routinely applying reading strategies and problem solving skills effectively in testing situations.

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 25 to 10 by May 2025.

Evaluation Data Sources: Principal Dashboard

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Staff Responsible for Monitoring: CLT and Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff, Principal and AP Collaborating Departments: CLT, ILT	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: According to MAP Growth Math scores, 32% of 4th and 5th graders met their MAP Growth projections. **Root Cause:** Students are not completing math problems using the Read, Draw, Write process.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacant		Title 1	Reading/Math Teacher

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Title I Reading/ Mathematics Teacher	211-11-6119-04E-163-30-510-000000-25F10	\$69,525.00
1	1	2	2		Subs for professional development	211-11-6112-0PD-163-30-510-000000-25F10	\$1,930.20
2	3	1	1		Supplies and materials for professional development	211-13-6399-04E-163-30-510-000000-25F10	\$1,000.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-163-30-510-000000-25F10	\$1,000.00
4	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-163-30-510-000000-25F10	\$1,000.00
Sub-Total							\$74,455.20
Budgeted Fund Source Amount							\$74,455.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-163-30-510-000000-25F10	\$1,915.00
Sub-Total							\$1,915.00
Budgeted Fund Source Amount							\$1,915.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-163-11-313-000000-	\$11,490.00
Sub-Total							\$11,490.00
Budgeted Fund Source Amount							\$11,490.00

BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1		GENERAL SUPPLIES		\$386.00	
							Sub-Total	\$386.00
							Budgeted Fund Source Amount	\$386.00
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1		GENERAL SUPPLIES		\$4,907.00	
							Sub-Total	\$4,907.00
							Budgeted Fund Source Amount	\$4,907.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	1		Supplies and materials for instructional use	199-11-6399-001-163-24-313-000000-	\$500.00	
1	3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-163-24-313-000000-	\$3,370.00	
							Sub-Total	\$3,870.00
							Budgeted Fund Source Amount	\$3,870.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	3	1	1		Supplies and materials - instruction	199-11-6399-001-163-25-313-000000	\$570.00	
							Sub-Total	\$570.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$570.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-163-99-313-000000-	\$11,490.00
Sub-Total							\$11,490.00
Budgeted Fund Source Amount							\$11,490.00
+/- Difference							\$0.00
Grand Total Budgeted							\$109,083.20
Grand Total Spent							\$109,083.20
+/- 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