

Fort Worth Independent School District
207 Westpark Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Value Statement

Focus Statement - We WILL GROW in EXCELLENCE

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Comprehensive Needs Assessment

Revised/Approved: April 8, 2024

Demographics

Demographics Summary

Westpark Elementary is K-5th campus in Fort Worth ISD in Benbrook, TX.

Westpark's Enrollment is 373.

Hispanic: 24%

African American: 6%

White: 62%

Asian: 2 %

Two or more races: 6%

Prior to this 2023-24 school year Westpark's student population was 750 plus students which warranted a relief campus, Rolling Hills to be built and then open to receive students in the Fall of 2023. Now that Rolling Hills is open, Westpark's enrollment as of January, 2024 is 373 students. Our campus is predominantly filled with neighborhood students.. Most families bring their Wildcats to school by car or walk. We have one bus hat serve our stakeholders and another bus designated for self-contained special education. We also partner with the YMCA for an on-site after-school program.

This past year, enrollment has declined by more than thirty students from our 2022-2023 Snapshot data. PEIMS enrollment data shows Westpark had 405 students, this includes the addition of two pre-k classes. However, that number has declined to 373 students. There is also a new charter school, Basis, in our area marketing to neighborhood families. Westpark also serves a small population of about 10 Travelers who enrolled in early spring and will leave before the last six weeks of school.

Our 2023-2024 current attendance rate is 95%. We continue to remain higher than the overall FWISD district attendance percentage. To maintain or increase the attendance rate, the attendance committee incentives and recognize students who have no more than one absence and one tardy every six weeks.

Westpark Elementary student groups include 2% Emergent Bilingual, 20% Special Education, and 38% are economically disadvantaged. Although total enrollment has decreased by half from previous year, our SPED population has increased by 6% .

Westpark Elementary employs a dedicated, high-quality, talented staff. We currently have eleven TIA designated Teachers. Teachers on average have at least eight years of experience. Westpark is fortunate to have a staff that closely monitors instruction and focuses on growth for ALL students. The turnover rate among our staff is low because people love to work at Westpark.

Our campus employs stakeholder input in various ways including a campus leadership team, Professional Learning Communities (PLC), a robust PTA, community partners, as well as our Site-Based Decision-Making (SBDM) committee.

Demographics Strengths

Demographics Strengths

Westpark Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move to the Benbrook area for the school and seek transfers to Westpark, asking for tours, etc based on student performance and family engagement. Because our families value education we have many supportive parents and students who are committed to success.
2. The 95.3% attendance rate at Westpark Elementary increased from the previous school year.
3. According to our suspension data, Westpark has 0% of suspensions across sub pops.
4. Westpark stakeholders (staff, PTA, and community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Westpark enrollment has declined. The projected enrollment for the 2023-24 school year was 400 students. The actual enrollment was 373. **Root Cause:** Enrollment has declined due to families choosing other educational avenues (charter, homeschool). Families have shared during exit interviews that the choice to leave is due to large class sizes. Families believe that charter schools offer more options. Charter schools have the flexibility to have a more customizable and innovative curriculum.

Problem Statement 2 (Prioritized): A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 3: Parents do not know how to support their child at home with their academic and social emotional needs **Root Cause:** Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 4 (Prioritized): Students who attend Westpark but are not zoned for Westpark are the students who have the most chronic absences. **Root Cause:** Many families enroll their students on affidavits and do not live at the address in which the affidavit is assigned.

Student Learning

Student Learning Summary

Student Learning Summary

Westpark has historically performed near the top of all FWISD Elementary Schools. We pride ourselves on our TIER I (4.9) School Performance Framework Rating. Our school focus to not only target student achievement but individual student growth through the implementation of the district's math and reading curriculums. According to campus data, there is student growth on district interim assessments, which is a strong indicator that Westpark should meet Domain 2A , Student Growth

The campus MAP from BOY to MOY showed that Westpark is on track for overall projected growth goal in ELAR and Math for Kinder, 2nd, 3rd, and 5th. In past years, 1st grade has always shown a deficit on the MOY MAP data, but by the EOY 1st grade usually meets the projected growth goal. The campus leadership committee met and disaggregated the MOY MAP data in Reading and Math. The committee analyzed differences between student groups. The following data includes information that rose to the top as the committee's most significant findings for

MOY MAP Reading : African American at 38% , Special Education at 42% ;

MOY MAP Math: African American at 33% , Special Education at 48%

This information was shared with other stakeholders to solidify understanding of the high-priority needs and root causes. Our continued Westpark Focus is - growth for ALL students must remain at the forefront of all decision-making.

Student Learning Strengths

Student Learning Strengths

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. BOY to MOY showed that Westpark is on track for overall projected growth goal in ELAR and Math for Kinder, 2nd, 3rd, and 5th
3. Westpark consistently performed in the top 5 of all FWISD Elementary Schools on the District Interim Assessments given in 2023-2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 2 (Prioritized): In 2023-2024, 53% of Westpark students in grade 1 did not meet EOY ELAR MAP Growth. Achievement Percentile 57th **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

Problem Statement 3 (Prioritized): 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

Problem Statement 4 (Prioritized): Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. **Root Cause:** Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Problem Statement 5: Westpark enrollment has declined. The projected enrollment for the 2023-24 school year was 400 students. The actual enrollment was 373. **Root Cause:** Enrollment has declined due to families choosing other educational avenues (charter, homeschool). Families have shared during exit interviews that the choice to leave is due to large class sizes. Families believe that charter schools offer more options. Charter schools have the flexibility to have a more customizable and innovative curriculum.

Problem Statement 6: The Assistant Principal role is multifaceted on the Westpark campus which leaves less time for the AP to be an instructional leader. **Root Cause:** The many tasks of the Assistant Principal and the role she has as the Campus Data Analyst are overwhelming tasks, as a result, the AP is not always able to focus on being an instructional leader.

Problem Statement 7: Parents do not know how to support their child at home with their academic and social emotional needs **Root Cause:** Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 8 (Prioritized): A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 9 (Prioritized): Students who attend Westpark but are not zoned for Westpark are the students who have the most chronic absences. **Root Cause:** Many families enroll their students on affidavits and do not live at the address in which the affidavit is assigned.

School Processes & Programs

School Processes & Programs Summary

Westpark Elementary has a history of being a systems-orientated organization, with high performance, and long tenure of high-quality staff. Westpark does not have to actively recruit teachers and staff to our campus. The reputation of excellence brings exceptional candidates when a vacancy is available. The majority of new hires come with vast experience in education. Our local budget is limited and we utilize the district-supported curriculum documents to implement the TEKS. Our community partners and PTA play a vital role in supporting our campus with curricular and non-curricular programs that have a proven impact on achievement. These purchased programs are essential in maintaining our culture of excellence. Westpark core content staff engage in weekly PLC meetings and focus on improving instruction and student growth and achievement. The focus for the 2023-2024 school year was Data Driven Instruction,, Writing Process school-wide, and MTSS. A scheduled intervention period, Wildcat Time occurs daily for thirty minutes to meet the needs of all learners. With ESSER Funds, Westpark were able to secure a Math and Reading tutors to pull small groups of students throughout the school year. These students were selected based on their performance on 2023 STAAR, EOY MAP, and classroom performance.

The Westpark special education inclusion/resource team and dyslexia teachers have worked collaboratively with classroom teachers to raise the expectations that all learners regardless of identification will grow. The Westpark RISE teachers continue to use the ULS Curriculum with fidelity and are tracking student progress in accordance with IEP goals.

We realize that we must stay current in our professional practices and learnings. In the 2023-2024 school year, new Westpark teachers in K-3, and special education participated in the HB3 Texas Reading Academy receiving over 60 hours of professional development. All other Westpark K-3 teachers and special education teachers completed HB3 during the 2021-2022 school year. Our special education inclusion teachers were trained in the Neuhaus curriculum to support phonics and phonemic awareness instruction for our specialized learners. The MAP data and district benchmarks have exposed processes that need more intensive support to meet the needs of today's learners. We are focused on building a solid literacy foundation in K-2 to assist our 3-5 teachers. Writing must become a priority focus to adjust to the demands of STAAR redesign. We must continue to support 3-5 literacy efforts, especially with HB4545 implementation. Utilizing the TEKS and a solid instructional model of explicit, direct instruction on grade level will continue to be a priority for the 2024-2025 school year.

The Assistant Principal role is multifaceted on the Westpark campus. The AP is supposed to be an instructional leader, but she is unable to meet those demands and complete the necessary job duties of an assistant principal. She is currently required to serve as the Campus Data Analyst, handle extreme behaviors, and serve as the LPAC chair, MTSS chair, technology, textbooks, and attendance administrator. These overwhelming tasks are unable to be completed effectively and efficiently even with support from the campus principal and school counselor.

School Processes & Programs Strengths

1. Westpark Elementary maintains a strong relationship with the Westpark PTA and community partners to further our campus mission, vision, and focus.
2. Westpark Elementary core content teachers meet in PLCs at least twice a six weeks to for MTSS discussions and documentation in Branching Minds.
3. Westpark Special Education Teachers create and implement IEPs that allow our students who receive special services to make academic and social-emotional growth.
4. Westpark Specials (Fine Arts/Physical Education, Health, and Wellness) continuously incorporate multiple perspectives and core content curriculum into their daily instruction.
5. Implementing Wildcat Time for the first 30 minutes of instruction has provided scheduled interventions in the general education setting.
6. Extracurricular: Choir Club, Art Club, Student Council, Grade-Level Music Programs, Running Club, Spanish Club, Snapology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Assistant Principal role is multifaceted on the Westpark campus which leaves less time for the AP to be an instructional leader. **Root Cause:** The many tasks of the Assistant Principal and the role she has as the Campus Data Analyst are overwhelming tasks, as a result, the AP is not always able to focus on being an instructional leader.

Problem Statement 2 (Prioritized): Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. **Root Cause:** Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Problem Statement 3 (Prioritized): In 2023-2024, 53% of Westpark students in grade 1 did not meet EOY ELAR MAP Growth. Achievement Percentile 57th **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

Problem Statement 4 (Prioritized): In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 5 (Prioritized): A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 6: Parents do not know how to support their child at home with their academic and social emotional needs **Root Cause:** Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 7 (Prioritized): 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

Perceptions

Perceptions Summary

Westpark Elementary has a reputation for excellence throughout the community. We are proud to be considered a Tier I School in FWISD with an A rating. Westpark prides itself on building relationships with all stakeholders. We recently worked collaboratively with students, SBDM, the campus leadership team, the community, and staff to revise our campus mission, vision, and focus.

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Focus Statement - Embrace Your Inner Hero and Unleash the Power Within!

We must maintain a focus on connecting with all stakeholders. The Benbrook community has grown in diversity of families. Therefore, we must maintain a focus on connecting with all stakeholder. The goal is for everyone to have a sense of belonging and want to invest in our school. The vast majority of our families have communicated the respect they have for Westpark's Teachers and sing their praises because they have seen their child grow academically and social emotionally. The community is very supportive of the school's efforts to promote both academic and character development." Even with these positive gains, we still encounter families who feel intimidated or unwelcome at school or school events.

The Westpark PTA provides a constant source of social, financial, instructional, and emotional support for our entire school. The importance of our PTA partnership is a campus-wide belief and is reflected in our Golden Apple Award with 100% of our faculty becoming members.

Westpark Discipline Referrals in Focus and Branching Minds have seen a decrease from 2022-23 to 2023-24 school year. Teachers and Staff have implemented restorative practices and are working towards a solutions-oriented approach for expected behaviors. Teachers and staff have also had training on Branching Minds to help assist us with documentation. Westpark also has implemented a guidance lesson schedule to incorporate social skill learning in the classroom.

Westpark is a happy place to learn and grow!

Perceptions Strengths

Westpark Elementary has many strengths. Some of the most notable perception strengths include:

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark received an A+ (95%) on the most recent TEA Accountability Report Card.
3. Perception questions were given to PTA, SBDM: Much of the feedback indicated that the Westpark is doing a great job with communication. Information is sent to families via flyers, Facebook, Class Dojo, and weekly callouts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 2: Parents do not know how to support their child at home with their academic and social emotional needs **Root Cause:** Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 3: Westpark enrollment has declined. The projected enrollment for the 2023-24 school year was 400 students. The actual enrollment was 373. **Root Cause:** Enrollment has declined due to families choosing other educational avenues (charter, homeschool). Families have shared during exit interviews that the choice to leave is due to large class sizes. Families believe that charter schools offer more options. Charter schools have the flexibility to have a more customizable and innovative curriculum.

Priority Problem Statements

Problem Statement 1: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust.

Root Cause 1: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: In 2023-2024, 53% of Westpark students in grade 1 did not meet EOY ELAR MAP Growth. Achievement Percentile 57th

Root Cause 2: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment.

Root Cause 3: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile

Root Cause 4: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Students who attend Westpark but are not zoned for Westpark are the students who have the most chronic absences.

Root Cause 5: Many families enroll their students on affidavits and do not live at the address in which the affidavit is assigned.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: A select group of students and families lack a sense of belonging to the Westpark school and community culture.

Root Cause 6: Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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 80% to 90% by May 2025.

Evaluation Data Sources: Circle Assessment & Gold Assessment

Strategy 1: All PreK teachers will progress monitor using GOLD assessment system as a data tracker to ensure that at least 90% of all PreK students make progress on phonological awareness.

Strategy's Expected Result/Impact: 90% of students will be On Track for Kindergarten Readiness according to CLI/Circle data.





Staff Responsible for Monitoring: Pre-K Teachers, Westpark Admin

ESF Levers:

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

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide the teachers with time to implement the GOLD assessment system to monitor student progress in phonological awareness</p> <p>Intended Audience: Pre-K Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: Aug. 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Analyze student data to identify and address gaps in phonological awareness skills , identify Tier 2 and 3 supports and develop plans for reteaching.</p> <p>Intended Audience: Pre-K Teachers</p> <p>Provider / Presenter / Person Responsible: Admin, Pre-K Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: Weekly PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Improve the quality of Tier 1 instruction for all students using the Teaching Strategies from Creative Curriculum and alignment to the Pre-K Guidelines.

Strategy's Expected Result/Impact: 95% of students will be identified as On Track for Kindergarten readiness according to CLI/Circle data.
 Progress monitoring: Circle test and GOLD assessment system

Staff Responsible for Monitoring: Admin & Pre-K Teachers

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Classroom walkthroughs and feedback will focus on Tier 1 instruction which includes lesson alignment to the FWISD scope and sequence, program standards, and creative curriculum implementation.</p> <p>Intended Audience: PreK teachers</p> <p>Provider / Presenter / Person Responsible: Admin & Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: STIVE :Classroom Walkthroughs & Coaching Conversations</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Bi-weekly PLCs will be used to provide planning support for Tier 1 instruction, Data analysis, and lesson acceleration strategies as needed.</p> <p>Intended Audience: PreK teachers Provider / Presenter / Person Responsible: Admin & Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: Bi-weekly PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p>
School Processes & Programs
<p>Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow 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 2: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading from 67% to 77% by May 2025.

Increase the percentage of African American students Kindergarten through 5th who meet or exceed projected growth on MAP Reading from 50% to 60% by May 2025.

Increase the percentage of Hispanic students Kindergarten through 5th who meet or exceed projected growth on MAP Reading from 60% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP MOY & EOY

Strategy 1: Improve quality Tier 1 instruction for all students by building teacher capacity in the area of literacy through intentional planning and explicit lesson delivery of that is aligned to the rigor of the TEKS.





Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage to 77% of students K-5th who meet or exceed expected growth on MAP Reading.

Staff Responsible for Monitoring: Instructional Leadership Team : Principal, AP, Instructional Coach, All Teachers K-5th.

ESF Levers:

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

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Leadership Team meet weekly to review lesson plan for evidence of Tier 1 instruction and provide feedback on lesson plan . Tier 1 instruction evidence will include : What should student know and be able to do? How will you know that the students have learned the essential standards? How will you respond when students do not learn? How will you respond when students have already learned?</p> <p>Intended Audience: Admin Team Provider / Presenter / Person Responsible: Admin & Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: ILT Delivery Method: Weekly CLT Meeting, Coaching Conversations</p> <p>Funding Sources: Supplies Needed for Math teachers to deliver Tier 1 Instruction Daily. - BASIC (199 PIC 11) - 199-11-6399-XXX-207-11-313-000000- - \$2,625</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Before and After School vertical alignment planning of Tier 1 Instruction</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Teachers, & Instructional Coach Collaborating Departments: FWISD's Curriculum Departments Delivery Method: Collaborative Meetings</p> <p>Funding Sources: Substitutes for long-term planning - BASIC (199 PIC 11) - 199-11-6112-XXX-207-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Administrators will conduct weekly walkthroughs and coaching conversations with the focus on Tier 1 Instruction. Administrators will also conduct calibration walkthroughs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024-May 2025 Delivery Method: Walkthroughs , Coaching Conversations, CLT Meetings</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: Create and sustain PLCs that are centered around Data Driven Instructional Practices. Teachers and Administrators work together to study student work to identify strengths , conceptual and procedural gaps in order to create a reteach plan if needed.





K-5th who meet or exceed expected growth on MAP Reading.

Staff Responsible for Monitoring: Admin, Teachers, IC

ESF Levers:

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

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish PLC expectations as well as review of DDI protocol with Teachers involved. PLC calendar will be created and shared by Admin.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin & Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy</p> <p>Delivery Method: Weekly PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct walk-throughs and coaching conversations to provide feedback on the implementation of the reteach plan and reassessment. This action step will be for those lessons/ TEKS that are deemed as low performing when analyzing student work.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin and Teachers</p> <p>Date(s) / Timeframe: August 2024-2025</p> <p>Collaborating Departments: Literacy</p> <p>Delivery Method: Walkthroughs and Coaching Conversations</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 3: Develop a campus data tracking system that includes grade level, teacher level, and individual student level data tracking that captures student growth by high leverage prioritized TEKS.

Strategy's Expected Result/Impact: Teachers, Admin, and Students will have a clear academic picture of where students are collectively and individually.





Staff Responsible for Monitoring: Teachers, Admin , and Students

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 3, 4, 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Students will have individual data tracking folders and teachers will be provided with uninterrupted time to discuss data and goals with students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Delivery Method: Data Conferences with students</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Data must be recorded in the data tracker when high leverage TEKS are assessed. This action step is intended to show ongoing performance by TEKS.</p> <p>Intended Audience: Admin and Teachers</p> <p>Provider / Presenter / Person Responsible: Admin and Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.</p> <p>Problem Statement 2: In 2023-2024, 53% of Westpark students in grade 1 did not meet EOY ELAR MAP Growth. Achievement Percentile 57th Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.</p> <p>Problem Statement 3: 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.</p> <p>Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p>

School Processes & Programs

Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. **Root Cause:** Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Problem Statement 3: In 2023-2024, 53% of Westpark students in grade 1 did not meet EOY ELAR MAP Growth. Achievement Percentile 57th **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

Problem Statement 4: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 7: 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

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 84% to 90% by May 2025.

Evaluation Data Sources: Circle Assessment & Gold Assessment

Strategy 1: All PreK teachers will progress monitor using GOLD assessment system as a data tracker to ensure that at least 90% of all PreK students make progress in Math

Strategy's Expected Result/Impact: 90% of students will be On Track for Kindergarten Readiness according to CLI/Circle data.


Staff Responsible for Monitoring: Admin & Teachers


ESF Levers:


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

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide the teachers with time to implement the GOLD assessment system to monitor student progress in math.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Analyze student data to identify and address gaps in math skills , identify Tier 2 and 3 supports and develop plans for reteaching.</p> <p>Intended Audience: Pre-K Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers & Admin</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: Weekly PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust.
Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

School Processes & Programs

Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust.
Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth from 71% to 80% by May 2025.

Increase the percentage of Economically Disadvantaged students Kindergarten through 5th who meet or exceed projected growth on MAP Reading from 65% to 70% by May 2025.

Evaluation Data Sources: MOY & EOY Math MAP

Strategy 1: Improve quality Tier 1 instruction for all students by building teacher capacity in the area of math through intentional planning and explicit lesson delivery of that is aligned to the rigor of the TEKS.

Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage to 80% of students K-5th who meet or exceed expected growth on MAP Math.





Staff Responsible for Monitoring: Admin & Teachers

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 1, 4 - School Processes & Programs 2, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Leadership Team meet weekly to review lesson plan for evidence of Tier 1 instruction and provide feedback on lesson plan . Tier 1 instruction evidence will include : What should student know and be able to do? How will you know that the students have learned the essential standards? How will you respond when students do not learn? How will you respond when students have already learned?</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024-May 2024 Delivery Method: CLT Meetings</p> <p>Funding Sources: Supplies Needed for Math teachers to deliver Tier 1 Instruction Daily. - BASIC (199 PIC 11) - 199-11-6399-XXX-207-11-313-000000- - \$3,625</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure Teachers are creating Instructional Planning Calendars during the District's Instructional Planning Days. The IPCs will serve as a compass for implementing lessons that are Tier 1 and aligned with FWISD's Scope and Sequence.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Teachers, IC Date(s) / Timeframe: August 9, 30 ; October 14; January 6; February 17 ; Collaborating Departments: FWISD's Curriculum Department Delivery Method: Instructional Planning Days</p> <p>Funding Sources: Substitutes for Long-term planning - BASIC (199 PIC 11) - 199-11-6112-XXX-207-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Administrators will conduct weekly walkthroughs and coaching conversations with the focus on Tier 1 Instruction. Administrators will also conduct calibration walkthroughs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024-May 2025 Delivery Method: Walkthroughs and Coaching Conversations</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Create and sustain PLCs that are centered around Data Driven Instructional Practices. Teachers and Administrators work together to study student work to identify strengths , conceptual and procedural gaps in order to create a reteach plan if needed.





Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage to 80% of students K-5th who meet or exceed expected growth on MAP Math.

Staff Responsible for Monitoring: Admin , Teachers , IC

ESF Levers:

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

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish PLC expectations as well as review of DDI protocol with Teachers involved. PLC calendar will be created and shared by Admin.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Department Delivery Method: Weekly PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct walk-throughs and coaching conversations to provide feedback on the implementation of the reteach plan and reassessment. This action step will be for those lessons/ TEKS that are deemed as low performing when analyzing student work.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Teachers, IC Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Delivery Method: Walkthroughs & Coaching Conversations</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Develop a campus data tracking system that includes grade level, teacher level, and individual student level data tracking that captures student growth by high leverage prioritized TEKS.





Strategy's Expected Result/Impact: Teachers, Admin, and Students will have a clear academic picture of where students are collectively and individually.

Staff Responsible for Monitoring: Teachers, Students, & Admin

ESF Levers:

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

Problem Statements: Student Learning 1 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Students will have individual data tracking folders and teachers will be provided with uninterrupted time to discuss data and goals with students.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024- May 2024 Collaborating Departments: Math Delivery Method: Student Data Conferences</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Data must be recorded in the data tracker when high leverage TEKS are assessed. This action step is intended to show ongoing performance by TEKS.</p> <p>Intended Audience: Admin & Teachers Provider / Presenter / Person Responsible: Admin & Teachers Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Math Delivery Method: PLCs</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: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.</p> <p>Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p>
School Processes & Programs
<p>Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p> <p>Problem Statement 4: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.</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 Grade 3 through Grade 5 students who Meets grade level expectations on STAAR Reading form 76% to 81% by May 2025.

Increase the percentage of African American students from 36% to 45% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including classroom activities, assignments , formative and summative assessments (Interim Assessments and Benchmarks) from the Curriculum Framework in all courses for all student.

Strategy's Expected Result/Impact: Build teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR reading assessments.





Staff Responsible for Monitoring: Instructional Leadership Team

ESF Levers:

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

Problem Statements: Student Learning 3 - School Processes & Programs 7

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days and PLCs to reflect on TEKS aligned lessons, district assessments, and create next steps to achieve increased student outcomes Intended Audience: All Reading, Inclusion , & Dyslexia Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Learning and Leading Delivery Method: PLC Data Meeting ; District PDs (virtual or in-person)	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with 3rd- 5th Reading Teachers and Inclusion Teachers .</p> <p>Intended Audience: 3rd-5th Grade Reading Teachers and Inclusion Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team ; 3rd-5th Reading Teachers; Inclusion Teachers</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Instructional Leadership Team</p> <p>Delivery Method: Weekly CLT Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: For the high achieving student, we will plan enrichment lessons in order for these students to show growth. We will also solicit help for GT department for support.</p> <p>Date(s) / Timeframe: 2024-2-25 School Year</p> <p>Collaborating Departments: GR Department</p> <p>Funding Sources: Supplies for GT Students - GT (199 PIC 21) - \$722</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Strategically target at risk, 3rd-5th Grade Reading students with supports, such as, tutoring, small group instruction, supplemental online programs. At risk students are those students who did not meet EOY MAP Growth in 2024 and the 4th and 5th Grade Students who did not grow on the 2024 Reading STAAR.





Strategy's Expected Result/Impact: 80% of the at risk students will meet 2025 EOY Reading MAP Growth. 70% of the at risk 4th and 5th grade students will show growth on the 2025 Reading STAAR Exam.

Staff Responsible for Monitoring: 3rd, 4th, 5th Grade Teacher , Instructional Leadership Team, Campus Leadership Team

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 1, 3 - School Processes & Programs 4, 7

Action Step 1 Details	Reviews			
<p>Action Step 1: Implementation of supplemental program, STAAR Masters by ECS Learning Systems. This program is a system of TEKS mastery resources that meets the level of TEKS rigor. The program and materials are designed to systematically identify and address student learning gaps in order for students to build confidence that becomes the catalyst for success.</p> <p>Intended Audience: 3rd-5th Grade At Risk Students Provider / Presenter / Person Responsible: 3rd-5th Grade ELAR Teachers Date(s) / Timeframe: August 2024-May 2025 Delivery Method: *Online Interactive Practice STAAR 2.0 Test *Student Practice Books with Teacher Guide</p> <p>Funding Sources: Supplemental Program for 3rd-5th graders - BASIC (199 PIC 11) - 199-11-6321-XXX-207-11-313-000000- - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Tutors to work with at risk 3rd -5th students during intervention time and after school.</p> <p>Intended Audience: 3rd-5th grade students who are at risk and 4th-5t grade students who did not show growth on 2024 STAAR.</p> <p>Provider / Presenter / Person Responsible: Admin & Tutors Date(s) / Timeframe: October 2024-April 2025 Delivery Method: Intervention Time & After School</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6117-001-207-24-313-000000- - \$1,425</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Inclusion and RISE Teachers will be able to implement IEP with fidelity.</p> <p>Intended Audience: Inclusion & RISE Teachers Provider / Presenter / Person Responsible: Inclusion & RISE Teachers Date(s) / Timeframe: 2024-25 School Year Collaborating Departments: FWISD SPED & RISE Delivery Method: Inclusion Class , RISE Class, & Resource</p> <p>Funding Sources: Resources for Inclusion & RISE - SPED (199 PIC 23) - \$4,523</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 3: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.





Strategy's Expected Result/Impact: Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR Reading assessment.

Staff Responsible for Monitoring: Instructional Leadership Team

ESF Levers:

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

Problem Statements: Student Learning 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Using DDI protocol, Teachers will analyze formative and summative assessments data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS</p> <p>Intended Audience: 3rd - 5th At Risk Reading Students</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team; 3rd-5th Reading & Inclusion Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Delivery Method: Weekly PLCs</p> <p>Funding Sources: Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-207-11-313-000000- - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a campus data tracking system that includes grade level, teacher level, and individual student level data tracking that captures student growth by high leverage prioritized TEKS. Data must be recorded in the data tracker when high leverage TEKS are assessed. This action step is intended to show ongoing performance by TEKS.</p> <p>Intended Audience: Teachers, Admin</p> <p>Provider / Presenter / Person Responsible: Teachers & Admin</p> <p>Date(s) / Timeframe: August 2024-May2025</p> <p>Collaborating Departments: Literacy</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-207-25-313-000000 - \$68</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 3: 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. **Root Cause:** Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

School Processes & Programs

Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. **Root Cause:** Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.

Problem Statement 4: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.

Problem Statement 7: 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for writing in 3rd, 4th , and 5th grade as measured by 2024 ELAR STAAR.

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 __% to __% 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 __% to __% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including classroom activities, assignments, formative and summative assessments (Interim Assessments and Benchmarks) from the Curriculum Framework in all courses for all student.

Strategy's Expected Result/Impact: Build teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR math assessments.





Staff Responsible for Monitoring: Instructional Leadership Team

ESF Levers:

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

Problem Statements: Student Learning 1 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration of teachers in Instructional Planning Days and PLCs to reflect on TEKS aligned lessons, district assessments, and create next steps to achieve increased student outcomes</p> <p>Intended Audience: 3rd-5th Grade Math Teachers and Inclusion Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team ; 3rd-5th Math Teachers; Inclusion Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: PLC Data Meeting ; District PDs (virtual or in-person)</p> <p>Funding Sources: Paid Planning - UNDISTRIBUTED (199 PIC 99) - 199-36-6112-XXX-207-99-313-000000- - \$3,480</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with 3rd- 5th Math Teachers and Inclusion Teachers . Intended Audience: 3rd-5th Grade Math Teachers and Inclusion Teachers Provider / Presenter / Person Responsible: Campus Leadership Team ; 3rd-5th Math Teachers; Inclusion Teachers Date(s) / Timeframe: August 2024-May 2025 Delivery Method: CLT Meetings	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Strategically target at risk, 3rd-5th Grade Math students with supports, such as, tutoring, small group instruction, supplemental online programs. At risk students are those students who did not meet EOY MAP Growth in 2024 and the 4th and 5th Grade Students who did not grow on the 2024 Math STAAR.

Strategy's Expected Result/Impact: 80% of the at risk students will meet 2025 EOY Math MAP Growth.
70% of the at risk 4th and 5th grade students will show growth on the 2025 Math STAAR Exam.

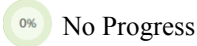
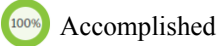
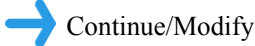

Staff Responsible for Monitoring: 3rd-5th Grade At Risk Students & Admin

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 1 - School Processes & Programs 4

Action Step 1 Details	Reviews			
Action Step 1: Implementation of supplemental program, STAAR Masters by ECS Learning Systems. This program is a system of TEKS mastery resources that meets the level of TEKS rigor. The program and materials are designed to systematically identify and address student learning gaps in order for students to build confidence that becomes the catalyst for success. Intended Audience: 3rd-5th Grade At Risk Students Provider / Presenter / Person Responsible: 3rd-5th Grade Math Teachers Date(s) / Timeframe: August 2024-May 2025 Delivery Method: *Online Interactive Practice STAAR 2.0 Test *Student Practice Books with Teacher Guide Funding Sources: Math STAAR Master by ECS Learning Systems - BASIC (199 PIC 11) - 199-11-6321-XXX-207-11-313-000000- - \$150	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Tutors to work with at risk 3rd-5th grade math students during intervention time and after school.</p> <p>Intended Audience: 3rd-5th grade math students who are at risk. 4th -5th grade math students who did not show growth on 2024 Math STAAR</p> <p>Provider / Presenter / Person Responsible: Admin & Tutors</p> <p>Date(s) / Timeframe: October 2024-April 2025</p> <p>Delivery Method: Intervention Time & After School Tutoring</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6117-001-207-24-313-000000- - \$1,425</p>	Formative		Summative	
	Nov	Jan	Mar	June
   				

Strategy 3: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR Math assessment.





Staff Responsible for Monitoring: Admin & Teachers

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 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Using DDI protocol, Teachers will analyze formative and summative assessments data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS</p> <p>Intended Audience: 3rd-5th At Risk Math Students</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team; 3rd-5th Math & Inclusion Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a campus data tracking system that includes grade level, teacher level, and individual student level data tracking that captures student growth by high leverage prioritized TEKS. Data must be recorded in the data tracker when high leverage TEKS are assessed. This action step is intended to show ongoing performance by TEKS.</p> <p>Intended Audience: Teachers & Admin Provider / Presenter / Person Responsible: Teachers & Admin Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.</p> <p>Problem Statement 4: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p>
School Processes & Programs
<p>Problem Statement 2: Westpark has not built a strong foundation of weekly PLC data meetings where data-driven instructional practices are implemented with fidelity and trust. Root Cause: Westpark leadership has not fully built teacher capacity with all teachers in order for them to understand and willfully embrace data-driven instructional practices that have been proven to grow students.</p> <p>Problem Statement 4: In 2023-2024, 70% of Westpark students in grade 4 did not meet EOY MAP Math Growth. Westpark is currently at the 34th percentile for growth. There was a decrease in the Achievement Percentile from Fall BOY at 78th percentile to EOY at 73rd Percentile Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 4th -grade students to show growth as measured by Math MAP Assessments.</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 1: Decrease the number and percentage of students who have excessive absences from 10% to 5% by May 2025.

Decrease the number and percentage of African American students who have excessive absences from 10% to 2% by May 2025.

Evaluation Data Sources: Focus Attendance Data & ADQ Reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease in chronic absences

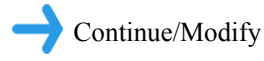
Staff Responsible for Monitoring: Admin, Teachers, Stay in School Coordinator (If Needed)

ESF Levers:

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

Problem Statements: Demographics 2, 4 - Student Learning 8, 9 - School Processes & Programs 5 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Incentives students with good attendance to encourage families whose students have poor attendance.</p> <p>Intended Audience: Westpark Families</p> <p>Provider / Presenter / Person Responsible: Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: Communication via callouts, emails, social media, weekly newsletters</p> <p>Funding Sources: Incentives - BASIC (199 PIC 11) - 199-11-6395-XXX-207-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Employ the help of school's counselor and stay in school coordinator to reach out to families with chronic absences. What help might these families need that would positively effect their child's attendance</p> <p>Intended Audience: Families of students with chronic absences</p> <p>Provider / Presenter / Person Responsible: Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2024-May 2025</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 4: Students who attend Westpark but are not zoned for Westpark are the students who have the most chronic absences. **Root Cause:** Many families enroll their students on affidavits and do not live at the address in which the affidavit is assigned.

Student Learning

Problem Statement 8: A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Problem Statement 9: Students who attend Westpark but are not zoned for Westpark are the students who have the most chronic absences. **Root Cause:** Many families enroll their students on affidavits and do not live at the address in which the affidavit is assigned.

School Processes & Programs

Problem Statement 5: A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Perceptions

Problem Statement 1: A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, i.e, students who speak languages other than English at home, and their families.

Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies Needed for Math teachers to deliver Tier 1 Instruction Daily.	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-207-11-313-000000-	\$2,625.00
1	2	1	2	Substitutes for long-term planning	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-207-11-313-000000-	\$2,000.00
2	2	1	1	Supplies Needed for Math teachers to deliver Tier 1 Instruction Daily.	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-207-11-313-000000-	\$3,625.00
2	2	1	2	Substitutes for Long-term planning	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-207-11-313-000000-	\$1,000.00
3	1	2	1	Supplemental Program for 3rd-5th graders	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-207-11-313-000000-	\$1,200.00
3	1	3	1	Tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-207-11-313-000000-	\$7,000.00
3	2	2	1	Math STAAR Master by ECS Learning Systems	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-207-11-313-000000-	\$150.00
4	1	1	1	Incentives	INSTRUCTION PURCHASING CARD	199-11-6395-XXX-207-11-313-000000-	\$1,000.00
Sub-Total							\$18,600.00
Budgeted Fund Source Amount							\$18,600.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Supplies for GT Students	GENERAL SUPPLIES		\$722.00
Sub-Total							\$722.00
Budgeted Fund Source Amount							\$722.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3	Resources for Inclusion & RISE	GENERAL SUPPLIES		\$4,523.00
Sub-Total							\$4,523.00
Budgeted Fund Source Amount							\$4,523.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2		Tutors with degree or certified	199-11-6117-001-207-24-313-000000-	\$1,425.00
3	2	2	2		Tutors with degree or certified	199-11-6117-001-207-24-313-000000-	\$1,425.00
Sub-Total							\$2,850.00
Budgeted Fund Source Amount							\$2,850.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	2		Reading materials - instruction	199-11-6329-001-207-25-313-000000	\$68.00
Sub-Total							\$68.00
Budgeted Fund Source Amount							\$68.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Paid Planning	COCURRICULAR/ EXTRACURRIC SUBS - PROFESSIONAL	199-36-6112-XXX-207-99-313-000000-	\$3,480.00
Sub-Total							\$3,480.00
Budgeted Fund Source Amount							\$3,480.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Budgeted							\$30,243.00
Grand Total Spent							\$30,243.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024