

Fort Worth Independent School District
004 Diamond Hill-Jarvis High School
2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to provide students at DH-J with a **reliable** learning environment, **relational** student-teacher interactions, **relevant** life skills, and **rigorous** learning experiences.

Vision

Our vision is to inspire each student at DH-J to become life-long learners, college & career ready, collaborative community members, productive & proud alumni.

Value Statement

At DH-J we value: Accountability, Growth Mindset, Community, Collaboration, Integrity, Communication, Excellence & Respect.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
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.	22
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.	25
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	30
Campus Funding Summary	34
Policies, Procedures, and Requirements	38

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Diamond Hill-Jarvis High School's needs assessment highlights critical areas that align with its mission to empower all students as exemplary critical thinkers in a global setting. Addressing attendance issues, particularly those caused by students working late to support their families, is paramount, as this directly impacts student tiredness and punctuality. The presence of a significant population of long-term Emergent Bilingual students indicates a need for enhanced teacher support and certification to address these learners' needs effectively. Despite improvements in core academic skills and successful transitions for early high school students, there remains a considerable portion of the student body not meeting growth expectations in Science, Math, and English Language Arts, pointing towards an achievement gap that necessitates equitable resources and opportunities. The professional development offered appears misaligned with the current educational challenges, leading to inconsistent teaching practices across the campus. Moreover, the issue of student tardiness, alongside the broader challenges of inconsistent discipline enforcement, low student engagement and school spirit, ineffective communication, and a noted lack of essential success skills among students, underscores the need for targeted intervention. To address these needs, strategies such as enhancing support for at-risk students, developing academic enrichment and differentiation in key subject areas, aligning professional development with educational challenges, improving communication and parental involvement, and integrating success skills development into the curriculum are essential. Implementing these strategies will be pivotal in advancing towards the school's vision of preparing all students with the academic, social, and emotional skills required to thrive in the modern world.

Demographics

Demographics Summary

Diamond Hill-Jarvis High school is a true neighborhood community school that serves about 962 students. Meacham Middle School feeds into the high school and four neighboring elementary campuses feed into the middle school. Over 95% of the students live nearby and therefore do not take the district bus or use public transportation to get to school.

The student demographics are 93.1% Hispanic, 96% Economically Disadvantaged, 62% Emergent Bilingual, 10.5% SPED and a 22% mobility rate.

Enrollment by grade levels:

9th 229 10th 271 11th 253 12th 209

The DHJ families are 65% Spanish speaking or dominant, 34% are English speaking.

The staff is diverse 19% African American 36% Hispanic 43 Caucasian 1% American Indian

One third of campus teachers have five years of experience or less.

DHJ Alumni is strong and involved in the school. Many of them are staff members and are involved in the non-profit organization that supports the school. DHJ Heritage Foundation.

Demographics Strengths

The rich culture that students bring with them to school is evident. Bilingualism fills the hallways and has been embraced by all.

Building on the success of existing CTE programs, DHJ has the opportunity to expand these offerings to include more fields, especially those aligned with emerging job markets. Incorporating programs that appeal to a broader spectrum of interests, including those tailored towards female students or sectors beyond traditional construction and building trades, can increase student engagement and participation rates. Initiating early exposure to CTE programs for middle school students could further enhance enrollment and commitment by allowing students to explore their interests before high school.

Strengthening programs like ESL by integrating more comprehensive support mechanisms, such as targeted tutoring and mentorship, can improve academic outcomes for English language learners. Furthermore, investing in initiatives that support freshmen in understanding high school expectations, graduation requirements, and success strategies can lay a solid foundation for student achievement from the onset of their high school journey.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has decreased to 87%. **Root Cause:** Many students work to support their families. Many work late into the night and are tired for the next day.

Problem Statement 2: Large population of long term EB students on campus. **Root Cause:** Teachers continue to work on certifications and practices in classroom.

Student Learning

Student Learning Summary

At middle of year (MOY), Science and Math Map showed students making projected growth at 38% or better. English I & II Interims showed at least a 10% improvement from fall to winter of this school year. The number of 9th grade students **Off Track** at end of **Semester 1** has **decreased by 11%** from this time last year. The number of 9th grade students **passing all classes** at end of **Semester 1** has **increased by 10%** from this time last year. At MOY CCMR data showed increases for 11th and 12th in each demographic measured. While first semester attendance rate was strong (92.4%), second semester has dropped significantly (87.8%).

Student Learning Strengths

1. Improvement in Core Academic Skills

Strength in STEM Learning: The fact that 38% or more of students are making projected growth in Science and Math indicates a strong foundation in STEM education. This suggests that students are developing critical thinking and problem-solving skills that are essential for success in these subjects.

Enhanced Literacy and Language Arts Skills: The improvement of at least 10% from fall to winter in English I & II showcases students' ability to enhance their reading comprehension, writing, and analytical skills. This progress reflects the effectiveness of English language arts instruction at DHJ School.

2. Success in Early High School Transition

Reduced Off Track 9th Graders: The 11% decrease in the number of 9th grade students off track by the end of Semester 1 compared to last year highlights the effectiveness of transition support and intervention strategies. This indicates that students are adapting well to high school demands and are more engaged in their learning.

Increased 9th Grade Course Pass Rates: A 10% increase in 9th graders passing all their classes by the end of Semester 1 demonstrates the students' resilience and ability to meet academic expectations. This success in the freshman year is critical for setting a positive tone for the rest of their high school journey.

Utilizing Student Learning Strengths

These identified strengths can inform future strategies to further support student learning at DHJ School. Here are a few recommendations:

Build on STEM Success: Continue to enhance STEM programs by incorporating more hands-on learning opportunities and real-world problem-solving activities to further engage students and deepen their understanding.

Strengthen Literacy Across the Curriculum: Leverage the improvement in English language arts by integrating literacy skills across other subjects, encouraging interdisciplinary learning and further strengthening students' analytical and communication skills.

Support 9th Grade Transition: Given the success in reducing off-track 9th graders and increasing pass rates, expand and refine orientation and mentoring programs for incoming freshmen to ensure a smooth transition into high school.

Personalize Learning: Utilize data from assessments to tailor instruction and support to meet individual student needs, thereby fostering a more personalized learning environment that can address gaps and build on strengths.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While 38% of students show projected growth in Science and Math, this indicates that a significant portion of the student body is not meeting growth expectations, highlighting a need for enhanced instructional strategies in these areas. **Root Cause:** Limited differentiated instruction and resources may not adequately address diverse learning needs, leading to stagnation in student growth beyond initial improvements.

Problem Statement 2 (Prioritized): Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. **Root Cause:** Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.

Problem Statement 3: Although the number of 9th graders off track has decreased by 11%, and those passing all classes increased by 10%, these figures also suggest that a portion of 9th graders still struggle to adapt academically, risking future disengagement. **Root Cause:** Inadequate early identification and support for students at risk of falling behind in their first year of high school may contribute to continued academic challenges and disengagement among 9th graders.

Problem Statement 4: Data indicates disparities in achievement and growth rates among students in STEM and English, suggesting an achievement gap that needs addressing. **Root Cause:** Variations in access to quality instructional materials, experienced educators, and enrichment activities may contribute to uneven achievement across student groups, highlighting a need for equitable resources and opportunities.

School Processes & Programs

School Processes & Programs Summary

The collaborative spirit among teachers, instructional coaches, and staff is a standout feature at DHJ. There's a shared commitment to continuous improvement, as seen in the active pursuit of professional development, instructional excellence, and innovative teaching practices. This collaborative culture not only enriches the teaching and learning experience but also creates a dynamic environment where challenges are addressed collectively, and successes are celebrated together. The school's openness to feedback, combined with its dedication to enhancing instructional practices, positions DHJ well for implementing effective strategies that drive student success and campus improvement.

School Processes & Programs Strengths

The routines that are in place support teachers and students in 'knowing' how to operate in a successful learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are continuously tardy to class. **Root Cause:** Many students work late to support family; drop younger sibling off at school; waiting for ride.

Problem Statement 2: Tailor professional development to address current educational challenges, including effective online teaching strategies, managing classroom distractions, and integrating technology to enhance learning. **Root Cause:** Misalignment of teaching practices that interrupt the consistency of implementation campus wide.

Perceptions

Perceptions Summary

1. Consistency in Discipline and Enforcement of Policies

A recurring theme among DHJ staff is the lack of consistency in discipline and the enforcement of school policies. This inconsistency leads to mixed messages being sent to students and faculty, undermining efforts to maintain high expectations and a safe learning environment. Addressing this issue by implementing a uniform discipline policy, starting from day one and without exceptions, will enhance the school culture, ensure fairness, and establish a framework within which students can thrive.

2. Student Engagement and School Spirit

Many teachers highlighted issues related to student apathy and a lack of school spirit. This lack of engagement undermines the overall morale and diminishes the effectiveness of educational and extracurricular programs. Improving student engagement through student centered learning, hands on learning opportunities, experiential learning opportunities, project based learning, recognition of student achievements, and the promotion of a positive school culture can foster a more vibrant and enthusiastic learning community. Additionally, efforts could include increasing the visibility of school successes, enhanced positive behavior supports, enhanced social media presence and celebration, encouraging student participation in decision-making, and creating more inclusive and diverse extracurricular opportunities.

3. Communication

Effective communication is crucial for creating a supportive educational environment. Teachers noted challenges related to last-minute communications, disorganization, and a lack of clear expectations. Strategies to address these issues might include improving the timeliness and clarity of communications, implementing more structured systems for information sharing.

4. Parental Involvement: Additionally, enhancing parental engagement could leverage community strengths and provide additional support for students.

5. Professional Development for Student Success Skills

An underlying concern is the need for students to develop better habits and skills for academic and personal success, such as time management, respect for policies, and emotional maturity. Additionally, students struggle with self regulation skills, often elevation quickly and struggling to recognize their own emotions. Professional development for students in these areas, potentially integrated into existing structures like advisories or special programs, could equip them with the tools necessary for success both within and beyond the classroom. A comprehensive approach to student development, focusing on academic, social, and emotional growth, can create a more disciplined, engaged, and motivated student body.

Perceptions Strengths

1. Value Placed on a Respectful Learning Environment

The concern over inconsistency in discipline and policy enforcement implicitly highlights the school community's strong value for a respectful and orderly learning environment. The desire for uniform discipline policies reflects a collective understanding of the importance of fairness and structure, which are crucial for student development and academic success. This underscores a commitment to creating an environment where students feel safe and respected, and where teachers can focus on teaching rather than managing disciplinary issues.

2. Awareness and Desire for Increased Student Engagement

Acknowledging issues with student apathy and a lack of school spirit reveals a significant strength: a keen awareness of the importance of student engagement and a desire to enhance it. The recognition of this issue is the first step toward addressing it and indicates that the school community understands the value of an engaged student body. It also shows a readiness to explore innovative strategies to foster a more vibrant and enthusiastic learning community, emphasizing the importance of school spirit in enhancing the educational experience.

3. Understanding of the Importance of Communication and Community Involvement

The challenges associated with communication and parental involvement point to a perceived strength: the recognition of the critical role that effective communication and strong community ties play in supporting student success. By identifying these challenges, DHJ demonstrates an understanding of the need for a solid partnership between the school and its broader community. This awareness is a vital foundation for developing strategies to improve communication, increase parental engagement, and strengthen the school-community partnership, all of which are essential for creating a supportive educational ecosystem.

4. Commitment to Comprehensive Student Development

The concern for students' need to develop success skills indicates a holistic approach to education at DHJ. This perspective recognizes the importance of nurturing not just academic abilities but also life skills that are essential for students' personal and professional growth. By valuing the development of time management, respect for policies, and emotional maturity, DHJ shows a commitment to preparing students for success both within and beyond the classroom. This comprehensive approach to student development is a significant strength, as it aims to equip students with the tools necessary for navigating various challenges and achieving their full potential.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent application of discipline and enforcement of school policies leads to perceptions of unfairness and undermines respect and order. **Root Cause:** A lack of clear, comprehensive discipline guidelines and insufficient training on their implementation results in variations in enforcement.

Problem Statement 2 (Prioritized): Low student engagement and school spirit negatively impact school morale and the effectiveness of programs. **Root Cause:** Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.

Problem Statement 3: Ineffective communication and disorganization impair timely information sharing and reduce parental involvement. **Root Cause:** Inadequate communication platforms and lack of structured opportunities for parental engagement weaken the school-community partnership.

Problem Statement 4: Students lack essential personal and academic success skills, affecting their preparation for future challenges. **Root Cause:** The curriculum/instructions lacks focused programming on life skills development, and there are insufficient resources for integrating these skills into teaching.

Priority Problem Statements

Problem Statement 1: Attendance has decreased to 87%.

Root Cause 1: Many students work to support their families. Many work late into the night and are tired for the next day.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts.

Root Cause 2: Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are continuously tardy to class.

Root Cause 3: Many students work late to support family; drop younger sibling off at school; waiting for ride.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Low student engagement and school spirit negatively impact school morale and the effectiveness of programs.

Root Cause 4: Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- 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-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 23, 2025

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 9th and 10th students who meet the grade level benchmark in reading on PSAT from 17% to 20% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (SPED) from 2% to 4% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier I instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Active engagement will increase in the classroom resulting in increase in student achievement.

Staff Responsible for Monitoring: Campus administrators & ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Reteaching/tutoring plans (utilizing various supplies/resources) will be created for students at BOY and January windows.</p> <p>Intended Audience: Retesters and student who are below grade level, including our SPED target group.</p> <p>Provider / Presenter / Person Responsible: SPED & ELA Administrator</p> <p>Date(s) / Timeframe: BOY, MOY, EOY</p> <p>Collaborating Departments: ELA & SPED</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04N-004-30-510-000000-25F10 - \$20,000, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-004-24-243-000000- - \$3,000, - BASIC (199 PIC 11) - 199-11-6411-XXX-004-11-243-000000- - \$8,000, Tutoring - TITLE I (211) - 211-11-6116-04N-004-30-510-000000-25F10 - \$6,000, Supplies for instruction & tutoring - GT (199 PIC 21) - \$2,875, Subs for Teachers - SCE (199 PIC 24) - 199-11-6112-001-004-24-243-000000- - \$2,447</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure that Teacher Coaching/Monitoring visits are prorated based on teacher need & embed actionable next steps with accountability.</p> <p>Intended Audience: All Teachers</p> <p>Provider / Presenter / Person Responsible: Admin & Instructional Coaches</p> <p>Date(s) / Timeframe: Bi-weekly admin team/coaching check-in</p> <p>Funding Sources: - TITLE I (211) - 211-13-6399-04N-004-30-510-000000-25F10 - \$2,000, - SPED (199 PIC 23) - \$3,000, - SPED (199 PIC 23) - \$4,500, Extra duty for RISE teachers - SPED (199 PIC 23) - \$500, Snacks & reinforceables for RISE - SPED (199 PIC 23) - \$421</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Strategically place an additional FTE into core EOC classes to provide targeted instruction to our identified students in bottom 25%.</p> <p>Intended Audience: Tier 3 identified students in core EOC.</p> <p>Provider / Presenter / Person Responsible: DOI</p> <p>Date(s) / Timeframe: Summer 2024</p> <p>Funding Sources: S. Gilley (ELAR Teacher) - TITLE I (211) - 211-11-6119-04N-004-30-510-000000-25F10 - \$69,025</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Provide High Quality Instructional materials for teachers to utilize in class with students for small group instruction.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Classroom Teacher</p> <p>Date(s) / Timeframe: Aug-May</p> <p>Collaborating Departments: Math, ELAR, Science, Social Studies</p> <p>Delivery Method: Small group instruction/ learning stations</p> <p>Funding Sources: HQIM - TITLE I (211) - 211-11-6399-04N-004-30-510-000000-25F10 - \$10,000</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 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. Root Cause: Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.</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 first time testers who score at Meets or above on STAAR English I from 23% to 30% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (SPED) from 9% to 13% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Define Tier I instruction through PLCs and utilize DDI to ensure that all students needs are met through the appropriate rigor.

Strategy's Expected Result/Impact: All students will be challenged with a relevant and rigorous curriculum.

Staff Responsible for Monitoring: Admin and dept heads

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Leverage professional development windows to create a DHJ Tier I instructional expectations document that meets the needs of our scholars. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin & ILT Date(s) / Timeframe: PD Week, instructional planning days Funding Sources: Misc supplies for instruction and PD - TITLE I (211) - 211-11-6399-04N-004-30-510-000000-25F10 - \$10,447, Reading Material: Getting Better Faster; Talk Read Talk Write - TITLE I (211) - 211-13-6329-04N-004-30-510-000000-25F10 - \$4,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Leverage PLC to incorporate Data Driven Instruction protocols to target student learning needs by utilizing studying student work, exemplars, data analysis and reteach tools.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin & ILT</p> <p>Date(s) / Timeframe: Phase I of implementation is first 12 weeks of school</p> <p>Funding Sources: Misc Supplies: paper, markers, chart paper, butcher paper. - TITLE I (211) - 211-13-6399-04N-004-30-510-000000-25F10 - \$5,000, Technology for ILT to lead PLCs - Laptops for APs - BASIC (199 PIC 11) - 199-11-6396-XXX-004-11-243-000000- - \$8,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. Root Cause: Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.</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 first time testers who score at Meets or above on STAAR English II from 31% 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 (ELL) from 20% to 25% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD DL Framework

Strategy's Expected Result/Impact: Increase STAAR & TELPAS scores

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


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


Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide ongoing PD for teachers Intended Audience: Teachers Provider / Presenter / Person Responsible: CIC Date(s) / Timeframe: Aug-May Collaborating Departments: English Delivery Method: In Person Funding Sources: Professional Dev Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-004-99-243-000000- - \$6,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. **Root Cause:** Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.

Perceptions

Problem Statement 2: Low student engagement and school spirit negatively impact school morale and the effectiveness of programs. **Root Cause:** Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.

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 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 4.6% to 7% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (SPED) from 0% to 5% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the curriculum framework.

Strategy's Expected Result/Impact: Increase Algebra I STAAR scores

Staff Responsible for Monitoring: ILT & teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:


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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide additional TEKS & STAAR aligned web based resources to monitor progress weekly Intended Audience: Teachers & students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Aug-May Collaborating Departments: Math Delivery Method: In person & online Funding Sources: Online resource - TITLE I (211) - 211-11-6399-04N-004-30-510-000000-25F10 - \$12,074.40	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. **Root Cause:** Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.

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 first time testers who score at Meets or above on STAAR Algebra I from 7.5% to 10% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (ELL) from 5.1% to 7% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

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 12 students attaining at least one CCMR indicator from 43% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ELL) from 28% to 35% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Align and leverage programs, resource and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Continue to increase CCMR Data

Staff Responsible for Monitoring: Admin; PSC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Use data to advise student programing Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug-May Collaborating Departments: CTE Delivery Method: In Person Funding Sources: Supplies - CTE (199 PIC 22) - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Maintain continuous feedback through PSS committee work Intended Audience: CTE Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug-May Collaborating Departments: CTE Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase equipment to ensure CTE programs prepare students for the workforce Intended Audience: CTE Students & Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug-May Collaborating Departments: CTE Delivery Method: In Person Funding Sources: Supplies - CTE (199 PIC 22) - \$7,069	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:

School Processes & Programs
Problem Statement 1: Students are continuously tardy to class. Root Cause: Many students work late to support family; drop younger sibling off at school; waiting for ride.

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 Grade 9 students "On Track" from 32% to 35% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (AA) from 23% to 30% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: Working with Freshman AP & Teachers monthly meetings to ensure that students are on target.

Strategy's Expected Result/Impact: 9th grade on track for graduation

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance has decreased to 87%. Root Cause: Many students work to support their families. Many work late into the night and are tired for the next day.
Student Learning
Problem Statement 2: Despite a 10% improvement from fall to winter in English I & II, there remains room for further advancement to ensure all students achieve proficiency and beyond in English Language Arts. Root Cause: Insufficient integration of literacy across the curriculum and a lack of targeted support for struggling EB learners may hinder more substantial progress in English Language Arts.
Perceptions
Problem Statement 2: Low student engagement and school spirit negatively impact school morale and the effectiveness of programs. Root Cause: Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 12% to 20% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (SPED) from 6% to 10% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1.7% to 5% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ELL) from 0% to 1% by May 2025.

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 32.9% to 25% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (White) from 52% to 25% by May 2025.

Evaluation Data Sources: ADQ CIP Companion

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

Strategy's Expected Result/Impact: Increase in students on track and higher attendance rate.

Staff Responsible for Monitoring: Teachers & leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: ILT creates systems to ensure students "On Track" that includes incentives Intended Audience: All faculty and staff Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug-May Collaborating Departments: ALL Delivery Method: In person, social media, etc. Funding Sources: Supplies to engage and raise student attendance - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-004-30-510-000000-25F10 - \$2,000, Supplies to engage and raise student attendance - TITLE I (211) - 211-11-6499-04N-004-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Help Increase Parent Involvement through family and community events on campus (meet the teacher, fall festival, spring festival, VPA festival, etc.)</p> <p>Intended Audience: Parents, families, and community.</p> <p>Provider / Presenter / Person Responsible: Faculty and staff</p> <p>Date(s) / Timeframe: Aug-May</p> <p>Collaborating Departments: All</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-004-30-510-000000-25F10 - \$3,694, - TITLE I (211) - 211-61-6399-04L-004-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide Professional Development for teachers & Administrators to equip for impactful leadership for campus direction.</p> <p>Intended Audience: Teachers & Admin staff</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Delivery Method: In person PD</p> <p>Funding Sources: Admin PD - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-004-99-243-000000- - \$6,000 , Teacher PD - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-004-99-243-000000- - \$12,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance has decreased to 87%. Root Cause: Many students work to support their families. Many work late into the night and are tired for the next day.</p>
School Processes & Programs
<p>Problem Statement 1: Students are continuously tardy to class. Root Cause: Many students work late to support family; drop younger sibling off at school; waiting for ride.</p>
Perceptions
<p>Problem Statement 2: Low student engagement and school spirit negatively impact school morale and the effectiveness of programs. Root Cause: Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for EB & African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 8.8% to 5% by May 2025.

Evaluation Data Sources: ADQ CIP Companion Guide

Strategy 1: PD for teachers on restorative practices and classroom management; implement clear systems and routines for conduct and consequences.

Strategy's Expected Result/Impact: Decrease student suspension

Staff Responsible for Monitoring: Teachers/admin





Title I:

2.5, 2.6, 4.1, 4.2

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Create an inclusive and positive campus culture where extracurricular activities are advertised/highlighted and students are recruited.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Admin, teachers & staff</p> <p>Date(s) / Timeframe: Aug-May</p> <p>Collaborating Departments: All</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Technology for APs/Dean for Instruction, leading and overseeing processes & routines. - SCE (199 PIC 24) - 199-11-6396-001-004-24-243-000000- - \$8,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance has decreased to 87%. **Root Cause:** Many students work to support their families. Many work late into the night and are tired for the next day.

School Processes & Programs

Problem Statement 1: Students are continuously tardy to class. **Root Cause:** Many students work late to support family; drop younger sibling off at school; waiting for ride.

Perceptions

Problem Statement 2: Low student engagement and school spirit negatively impact school morale and the effectiveness of programs. **Root Cause:** Limited opportunities for meaningful student participation, insufficient recognition of achievements, and a lack of diverse extracurricular activities contribute to apathy.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-25F10	\$20,000.00
1	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-004-30-510-000000-25F10	\$6,000.00
1	1	1	2		Supplies and materials for professional development	211-13-6399-04N-004-30-510-000000-25F10	\$2,000.00
1	1	1	3	S. Gilley (ELAR Teacher)	Title I Reading/ Mathematics Teacher	211-11-6119-04N-004-30-510-000000-25F10	\$69,025.00
1	1	1	4	HQIM	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-25F10	\$10,000.00
1	2	1	1	Misc supplies for instruction and PD	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-25F10	\$10,447.00
1	2	1	1	Reading Material: Getting Better Faster; Talk Read Talk Write	Reading materials for professional development	211-13-6329-04N-004-30-510-000000-25F10	\$4,000.00
1	2	1	2	Misc Supplies: paper, markers, chart paper, butcher paper.	Supplies and materials for professional development	211-13-6399-04N-004-30-510-000000-25F10	\$5,000.00
2	1	1	1	Online resource	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-25F10	\$12,074.40
4	1	1	1	Supplies to engage and raise student attendance	Snacks or incentives for students	211-11-6499-04N-004-30-510-000000-25F10	\$3,000.00
4	1	1	2		Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-25F10	\$2,000.00
Sub-Total							\$143,546.40
Budgeted Fund Source Amount							\$214,094.40
+/- Difference							\$70,548.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies to engage and raise student attendance	Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-25F10	\$2,000.00
4	1	1	2		Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-25F10	\$3,694.00
Sub-Total							\$5,694.00
Budgeted Fund Source Amount							\$5,694.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-004-11-243-000000-	\$8,000.00
1	2	1	2	Technology for ILT to lead PLCs - Laptops for APs	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-004-11-243-000000-	\$8,000.00
Sub-Total							\$16,000.00
Budgeted Fund Source Amount							\$32,266.00
+/- Difference							\$16,266.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies for instruction & tutoring	GENERAL SUPPLIES		\$2,875.00
Sub-Total							\$2,875.00
Budgeted Fund Source Amount							\$2,875.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies	FURN/EQUIP > \$5,000		\$10,000.00
3	1	1	3	Supplies	FURN/EQUIP > \$5,000		\$7,069.00
Sub-Total							\$17,069.00
Budgeted Fund Source Amount							\$17,069.00

CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	2		GENERAL SUPPLIES		\$4,500.00	
1	1	1	2		FURN&EQUIP< 5,000		\$3,000.00	
1	1	1	2	Extra duty for RISE teachers	EXTRA DUTY/OT - SUPPORT		\$500.00	
1	1	1	2	Snacks & reinforceables for RISE	MISC OPERATING COSTS		\$421.00	
							Sub-Total	\$8,421.00
							Budgeted Fund Source Amount	\$8,421.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-004-24-243-000000-	\$3,000.00	
1	1	1	1	Subs for Teachers	Subs for supplemental instruction	199-11-6112-001-004-24-243-000000-	\$2,447.00	
4	2	1	1	Technology for APs/Dean for Instruction, leading and overseeing processes & routines.	Technology for instructional use	199-11-6396-001-004-24-243-000000-	\$8,000.00	
							Sub-Total	\$13,447.00
							Budgeted Fund Source Amount	\$13,447.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
							Sub-Total	\$0.00
							Budgeted Fund Source Amount	\$4,616.00
							+/- Difference	\$4,616.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Professional Dev Supplies	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-004-99-243-000000-	\$6,000.00
4	1	1	3	Admin PD	SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-004-99-243-000000-	\$6,000.00
4	1	1	3	Teacher PD	STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-004-99-243-000000-	\$12,000.00
Sub-Total							\$24,000.00
Budgeted Fund Source Amount							\$32,266.00
+/- Difference							\$8,266.00
Grand Total Budgeted							\$330,748.40
Grand Total Spent							\$231,052.40
+/- Difference							\$99,696.00

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