

Fort Worth Independent School District
119 Daggett Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: May 28, 2024

Mission Statement

Leading with purpose, acting with kindness, and changing lives.

Vision

Empower ALL children to become lifelong learners to make a positive impact on the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

E. M. Daggett Elementary was established in 1908 and is located in the Historic Ryan's Place Neighborhood and serves Ryan's Place and Fairmont Neighborhoods. We are proud to be the oldest continuously operating school in the Fort Worth ISD, celebrating 115 years of excellence!

Daggett Elementary is predominantly a neighborhood school. About 30 percent of our students ride the bus from the surrounding neighborhood. Most students live within the small area of our school community.

Daggett enjoys a wonderfully diverse student population with 81% Hispanic, 8% African American, 7% white and 2% Asian, as of 2022. A significant 86% of our student body is economically disadvantaged, which is slightly above district average. Our Mobility rate has increased, and is trending to increase, as we have enrolled approximately 10 new immigrants in 2024 alone who speak no English. As a campus that proudly serves our students in both English and Spanish, we are equipped to handle this trend and consider our Emergent Bilingual / Dual Language program one of our bright points that attracts community members to our campus. Currently, our Emergent Bilingual population makes up over 50% of our total school enrollment, a percentage that is significantly higher than state and district averages.

The special education population at Daggett ES is significantly larger than both state and district averages as well. This is primarily attributed to the fact that we house three self-contained special education units that are full to capacity, including students from a number of feeder campuses that do not provide these services. These students are a joyful picture of the powerful impact a loving school family can have on the lives of students, as we seek to increase inclusive educational practices, even with our more significantly handicapped students.

Attendance is taking a dramatic turn for the better this year, based on our MOY 2024 data, after falling to a low 92.1% in 2023. We have made that a targeted focus during 2023-24, sharing the data with our families and consistently reaching out to our chronically absent families through home visits, class Dojo daily, SART letters and hosting SART meetings to ensure parents understand attendance law and can get support for improved attendance from the campus.

	Campus	District	State		Campus	District	State
Attendance Rate (2020-21)				Class Size Averages by Grade or Subject			
	92.7%	92.8%	95.0%	Elementary			
Enrollment by Race/Ethnicity				Kindergarten	16.8	17.7	18.7
African American	8.3%	20.5%	12.8%	Grade 1	13.6	17.7	18.7
Hispanic	81.4%	61.0%	53.0%	Grade 2	16.8	17.7	18.7

Hispanic	81.4%	64.8%	52.8%
White	7.1%	11.1%	26.3%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.5%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	85.7%	85.2%	60.7%
Special Education	16.3%	10.7%	11.6%
Emergent Bilingual/EL	48.6%	37.6%	21.7%
Mobility Rate (2020-21)			
	14.1%	16.5%	13.6%

Grade 2	16.8	17.5	18.6
Grade 3	17.9	17.7	18.7
Grade 4	16.2	17.8	18.8
Grade 5	23.8	19.0	20.2
Grade 6	-	13.9	19.2
Secondary			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5
Social Studies	-	15.0	19.1

During the last academic school year, our enrollment has remained consistent with last year at 535 students, but we are now down to about 512.

However, we have seen a decrease throughout the last five years:

2018= 668 students

2019= 660 students

2020= 563 students

2021= 535 students

2022= 540 students

2023 = 535 students

We attribute this decline to three factors: Fort Worth has had a declining birth rate for several years. This means fewer students are attending our schools each year. Second, Fort Worth has had many charter schools move into the city, aggressively recruiting students. Attendance and demographic information are listed below. Third, Daggett student achievement data has steadily declined over the past few years, taking us to a TEA Rating of D, which is Low Performing. . TEA score in 2022 - 71 overall is projected to fall below "passing" based on STAAR scores. TEA Score in 2023 - 58 overall, resulting in D Rating under this year's adjusted calculation.

Teacher experience and longevity may be one of the loudest testimonies that Daggett Elementary School is a place that people love to serve children! Despite the shifts in performance, mobility, and rating, these teachers have a fierce commitment to the students of this campus that

is awakening greatness in all of us! Our root cause analysis together has led us to determine that mis-aligned instruction and materials brought a downturn to performance over the past year, but now the opportunity to focus on TEKS based instruction again will bring us the results our community deserves to see at Daggett!

Every team member at Daggett this year sees the challenge upon us to earn the rating that our campus has the capacity to earn, when now given the challenge, accountability, and freedom to teach students with the most powerful, TEKS aligned resources and collaboration available to us. We have absolute confidence that the Daggett community will soon be celebrating significant improvement in our overall campus rating!

Demographics Strengths

The balance of our demographic to represent various ethnicities and cultures creates a beautiful inclusive culture of understanding. Our students are an extraordinary mix of ethnicities, languages, backgrounds, cultures, and economic levels, all working together in a Culture of JOY, as we describe it. Cultivating a Culture of Joy is one of our stated, posted strategic goals for the year. Our special education units are one of the most important facets of our rich campus diversity, allowing everyone to know, understand, and love students who have unique challenges. Building empathy is part of our design and a work that we must continue.

The opportunity for our students to learn in both languages is something we will continue to cultivate here in any way possible. Whether the district continues the program or changes the design, we will be committed to offering Spanish to EB students and to families who seek Spanish instruction and by offering top quality, scientific learning in English to every child.

Teacher experience and longevity may be one of the loudest testimonies that Daggett Elementary School is a place that people love to serve children! Despite the shifts in performance, mobility, and rating, these teachers have a fierce commitment to the students of this campus that is awakening greatness in all of us!

This year, on state administered STAAR interim exams, we have seen a very large uptick in the percentage of students scoring at the Meets and Masters levels - up to 40% masters level in some grade levels at MOY.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023. **Root Cause:** Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.

Problem Statement 2 (Prioritized): First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth **Root Cause:** Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended

first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.

Problem Statement 3 (Prioritized): The attendance rate, though decreasing based on 2023/24 efforts, still remains below district average at 93.3% mid-year compared to the district 94.9%. **Root Cause:** Attendance has reportedly not been a focus for the past 5 or more years, with little or no SART meetings, home visits or enforcement/ possible retention letters. Covid created an optional feeling to attending school, and not enough efforts have been made to enforce attendance law. Also, chronically absent students are concentrated in the special education units for various reasons.

Problem Statement 4: Due to low Two-Way bilingual enrollment numbers, the district closed our program and is shifting opt-in students to DeZavala automatically upon registration, resulting in an enrollment impact and diminished program offerings that the community wants. **Root Cause:** Low numbers of opt-in two way students across the grade levels

Student Learning

Student Learning Summary

Daggett saw enormous progress last year, taking the campus from a TEA Overall score of 61 (D) to an overall score of 89.3 (A). We saw the largest Progress of any school in FWISD at any level, a 28 point gain! Student progress was phenomenal across 4th and 5th grade math and reading. Our Hispanic students led the way with 8% gains in reading over last year, and our ALL student group saw 7% gains in approaches, meets and in masters! Fifth grade, however, dominated the progress bringing up the 4th grade average growth. Our area in need of improving is reading, with smaller gains than math and third grade scores showing barely notable improvement.. TELPAS results also showed remarkable improvement with 13 students exiting this year rather than one. We still have work to do and will be implementing: small group guided reading in all classrooms, English grammar and phonics instruction daily in all classrooms using supplemental resources, calendared Extended Constructed Responses for the campus to compare together.

119 - Daggett ES				Number Tested		% Approaches Grade Level			% Meets Grade Level			% Masters Grade Level			
Subject	Grade	Language	Student Group	2023	2024	2023	2024	Diff	2023	2024	Diff	2023	2024	Diff	
Reading	05	E	ED	58	74	62	72	10	34	53	19	5	22	17	
			EL	34	40	62	68	6	26	40	14	3	18	15	
			SE	17	27	47	44	-3	35	37	2	6	19	13	
		S	All Students	4	1										
			Hispanic	4	1										
			ED	4	1										
			EL	4	1										
	All	All	All Students	236	214	62	69	7	33	40	7	8	15	7	
			Hispanic	197	183	60	68	8	29	37	8	8	12	4	
			Asian	5	3	100			100		40				
			African American	18	15	67	73	6	50	53	3	6	20	14	
			White	11	9	73	67	-6	45	56	11	0	44	44	
			Two Or More	5	4	40			20		0				
			ED	201	179	58	69	11	28	40	12	7	13	6	
			EL	117	104	56	64	8	23	29	6	8	10	2	
	SE	61	64	49	50	1	30	28	-2	5	8	3			

Student Learning Strengths

Students have made significant progress in all measures by MOY 23-24, as teachers have provided small group instruction as well as whole group direct phonics instruction this year.

Math growth is also consistent across all student groups and all grade levels. The faculty has made strides in adding TEKS aligned materials, question stems and planning backward from STAAR released questions. Students have grown enormously in every subject, on every assessment, and in every student group by MOY this year.

Daggett continues to show strong performance from our African American students who are outperforming their peers in math and reading overall. This reverse achievement gap speaks well of the support for all learners and our determination to challenge all of our students beyond the basic expectations of the program. In some cases, our second language learners have outperformed the "all students" group as well.

Students across grade levels engage in learning with Lexia Core 5, and the program prescribes individualized supports based on what students miss and master. This has helped us to produce accelerated and personalized learning opportunities for our students. Furthermore, teachers understand how crucial it is to use data for planning instructional interventions and extensions for learners, and their small group instruction gives students the personal push to more growth than could be achieved in a whole group setting. Students are making impressive growth on MAP Reading and Math because of this personalized approach.

Students in the two-way dual language program are demonstrating outstanding performance, and although the district desires to close our program, we will keep this option available to the greatest extent possible for families desiring two languages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. **Root Cause:**

Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.

Problem Statement 2 (Prioritized): Science STAAR data shows only 44% approaching grade level in 2023, with the lowest Student Expectations mastered being those that should have been taught in 2nd, 3rd, and 4th grades. **Root Cause:** Science instruction was not consistently implemented, monitored or aligned with TEKS in 2023, creating gaps in learning that are tested on STAAR in 5th grade.

Problem Statement 3 (Prioritized): 51.4% of all students met or exceeded projected MAP Growth in MATH at MOY 2024, with ED students at 49.4%. **Root Cause:** Teachers initially used resources that did not provide scaffolded, targeted TEKS alignment, but due to teacher collaboration during PLC's, teachers have incorporated small group math using targeted skills, spiraling review, and ongoing assessment analysis.

Problem Statement 4 (Prioritized): In first and second grades, only 15% and 19% met English Reading RIT score NORM by MOY, a shocking comparison to national RIT norms in those two grade levels. Only 25% of our large EL students, as a group, are meeting RIT Norm in English reading **Root Cause:** Last year (22-23), the campus was required to implement a whole group, mostly listening comprehension curricular program for the reading, with no small group guided reading or direct spiraling phonics program, creating the largest gaps in K and 1st grade reading performance that has persisted now as they are in 1st and 2nd grades. Also, 18 of our current 2nd graders are identified Sped.

School Processes & Programs

School Processes & Programs Summary

E.M. Daggett's leadership team (composed of the Principal, Assistant Principal, Instructional Coaches) meets and collaborates on recruiting, selecting, and assigning teachers. As a team, we review applications and resumes and create a panel to interview candidates. When it's time for the school year to end, we review teacher placement and decide on staffing for the upcoming year as a team based on teacher strengths observed through T-TESS observations and campus walkthroughs.

Teachers can be in the Instructional Leadership Team, meeting with the Principal and Assistant Principal to discuss and collaborate on instructional ideas and best practices to share with the staff. The team meets once every 6 weeks.

As a school, different teams meet and review the Campus Improvement Plan. We share data with the teachers at the beginning of the year before students return and determine different steps we will take to help improve during the school year. One of the tasks teachers work on is creating the norms and expectations for the PLC cycle. We share the data with the ILT (instructional leadership team) and the SBDM (school based-decision making) Committee. We track performance progress through district and school data such as MAP Growth, MAP Fluency, Benchmarks, school unit assessments, etc. We review and adjust lessons through the PLC cycle and determine professional development needs through classroom walkthrough trends.

The PLC cycle consists of Data Meetings and MTSS Review. Each cycle has a different focus that centers around improving instruction to help student achievement and student growth. Daggett follows the Weekly Data Meeting protocol outlined by Bambrick and using Lead4ward supports and tools to ensure TEKS alignment is at the center of all we do.

E.M. Daggett is a 1:1 campus where students have a student device assigned to them. Teachers use technology-based assignments and programs to help incorporate technology, such as Google Classroom, MyPath, Lexia Core5, Flocabulary, Canvas, Quizziz, Kahoot, Flipgrid, Padlet, Class Dojo, and Peardeck.

The PLC cycle helps teachers focus on data-driven instruction. Teachers can meet as a grade level to have Weekly Data Meetings each week. They can share best practices and adjust lesson plans based on shared ideas and data. Daggett ensures that all students are given the same opportunities to meet state standards and show growth through Tier 1 instruction and differentiation based on MAP growth and Lexia Core5.

Leaders and teachers create the Master Schedule together in April by assigning classes based on student data for intentional program design and accelerated learning for all students, starting with Special Education students as a focus area for ensuring powerful instructional programming. At the beginning of the year, the leadership team meets before teachers return for the school year and create a master schedule. The planning period, lunch, and recess schedules are assigned for the school year. Teachers are given instructional minutes to guide their planning as they create class schedules.

As the school year begins, PLC days (weekly on Tuesdays) and faculty meeting days (bi-weekly on Mondays) are assigned. We also share clear expectations with staff, students, and parents about the start of instructional time and the importance of being on time. Students are offered after-school tutoring and summer school opportunities to help accelerate their learning.

Daggett has a campus-wide behavior management system where teachers know which behaviors are handled in the classroom and which need an office referral. Teachers reach out to parents with first-time incidents and inform them of any behaviors that are happening in the classroom..

E.M. Daggett offers a multitude of programs. The after-school program, high-impact tutoring, run club, choir, soccer, battle of the books, student council, announcement team, Choir, Pickle Ball, Boxing (Golden Gloves), Sports 101, and safety patrol. Each program has clear expectations for staff and students.

Family Engagement has skyrocketed this year, with our PTA winning THREE AWARDS for landmark increases in Membership, Programs, and Fundraising! Our Family Engagement Specialist Role proved a powerful tool with Maggie Acosta serving and transitioning to a new specialist for next year. We have created All Pro Dads chapter that meets monthly with a great turn out. Also, we have created a Coffee Talk for Moms that will continue. Newsletters go out each month to both all parents and to the Ryan Place facebook page!

School Processes & Programs Strengths

This year, we implemented new structures and systems that have been consistently implemented, and we are seeing positive results and consistent accountability systems as a result. Some of those school processes newly introduced or significantly improved include:

- Weekly Lesson Plan submission in Canvas and review / scoring by leadership through CANVAS
- Lesson plan format and clear expectations for TEKS alignment and consistency
- Weekly DATA MEETINGS, teachers bring 2 high, 2 on and 2 below level student assessment
- Weekly fluency testing using MAP in 1-2, followed by data meeting analysis
- Three week Benchmark testing in MAP for K-2 students followed by data meeting analysis
- Student Goal setting using consistent sheets gauged by the STAAR cut points and previous student performance, teachers meet individually with each student grades 3-5
- Small Group leveled instruction in all classrooms for Reading and Math required - accelerated, targeted learning for all students - pushing more to masters
- Tutoring provided in significant quantity this year before, during, and after school using ESSER funds, which are not available going forward
- Saturday Camps for STAAR grades and for primary attendance recovery students - providing engaging instructional extensions
- Master scheduling for next year will thoughtfully group students based on data to move them faster, with positive student peers academically, special education having priority scheduling
- Master scheduling for upper grades will provide Cross Program homerooms to desegregate RP / EB program students for at least homeroom classes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. **Root Cause:** More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.

Problem Statement 2: Daggett has successfully implemented a 2 way Dual Language program that our neighborhood seeks after, but the district has closed our program and plans to TRANSFER those interested students in the lottery to DeZavala, which could have a negative impact on both enrollment and community support. **Root Cause:** Numbers in the program were low, and district leaders did not support the campus philosophy of providing more of a 50/50 approach to guarantee English and Spanish foundational skills were mastered at commensurate levels, which we now deliver.

Perceptions

Perceptions Summary

At Daggett ES, we share a vision of creating a Culture of Joy. Everyone who enters the campus should immediately see evidence of that culture, hear it in our speech, and feel it in the warmth of the interactions here, particularly our students and staff. When people work and learn in an environment of trust and support, joy in the work builds and grows. Our goal is to make Daggett a place where every student feels loved, safe, challenged, and engaged!

Daggett ES is loved by the teachers, students, families, and community. As the oldest existing school in Fort Worth, there is a historic sense of excellence and community here. This year, for the first time ever, Daggett Elementary was invited to be a featured part of the historic Ryan Place Christmas Tour of Homes! The PTA board worked in conjunction with the Ryan Place Neighborhood Association to make this the first annual Daggett inclusion into this Fort Worth tradition. The district invested upgrades by painting the auditorium professionally as well as the featured historic classroom in the same hallway. We received well over a hundred visitors throughout the event who heard our students perform, met our campus leaders as well as parent and teacher volunteers. The feedback from visitors was amazing, ensuring our consistent placement on the tour!

Teachers have expressed positive sense of belonging for students and teachers. They appreciate opportunities to have voice and influence in day-to-day operations and educational choices as part of the team, and they feel supported and valued in their contributions overall. One teacher noted: "Parents: They describe our school based on their child's experiences, safety, communication with teachers, and overall satisfaction. They appreciate transparency, involvement, and a welcoming atmosphere. - Students: Students' perception revolves around friendships, teacher support, extracurricular activities, and a sense of belonging. They value fairness, respect, and opportunities for growth. - Community Stakeholders: They observe the school's impact, responsiveness, and alignment with community values. Our PTA and neighbors are top notch in their support of our school."

This year, the PTA Board has expanded numerically, as well as in commitment, involvement, and the number of events hosted! In fact the Daggett PTA was, for the first time in memory, the thrilled recipient of THREE Awards from the Fort Worth Council of PTA's in recognition of our impressive growth this year alone! Membership the the highest in recent memory, and community engagement is at a historic high. This year, we have partnered with many outside partners to create a vision of absolute excellence and engagement for our students and community!

Community partnerships include:

- St. Paul Lutheran Church
- Academy 4 / Leaders 5
- All Pro Dads, new chapter this year
- TCU - Host school to student teachers, junior observers, athletic service hour provider, and Day of Service, Interfraternity Council, College of Education student teachers and observers
- Golden Gloves Boxing
- Ryan Place Neighborhood Association and Ryan Place Tour of Homes

This year, Daggett has established a social media presence through the work of our Family Engagement Specialist. Our monthly Parent Newsletter, initiated this year, presents ongoing updates to all stakeholders to events happening on campus, clubs and activities available, as well as highlights and features that share points of pride. The newsletter also includes a month view calendar for parents's use.

Teachers and Staff receive a weekly newsletter / calendar from the principal, ensuring there is a one-stop place for them to find due dates, activities, meetings, links to resources, as well as a reinforced message of our vision and mission. The theme of G.R.O.W.T.H for the year appears on our communication and is stated chorally by the student body each morning on scripted announcements by student leaders. Students seeing students lead with excellence is important to our campus.

Our vision for providing a college-preparatory program at Daggett is evident in several newly instituted projects. UIL competition will be part of the culture of our campus starting this year. Music Teacher Sutton has taken a leadership role as coordinator and 5 teachers have accepted coaching positions on the team. The spirit of competition coupled with academic excellence will be a hallmark of our campus and will motivate our learners to step forward with confidence and humility. Also, the instructional expectation for small group

differentiation in all classrooms is not simply a stated expectation, but it is embraced by a faculty that now sees that the DATA proves it is not only powerful, but it is our moral obligation to our students.

Student choice and voice is built into the classroom through the focus of collaborative learning, use of the Lead4ward Strategies playlist, small group instructional design, science and history fair presentations, Student Council, clubs and activities, as well as opportunities to lead announcements and help coordinate events. We hope to add student leadership to the Tour of Homes, as well as our Parent Nights, PK and Kinder Preview Day experiences in the future.

Finally, leading with Data will ensure transparency, progress monitoring, urgency, goal setting, growth mindset, and the exhilaration of dreaming big with our students. Students do individual goal setting for MAP, TELPAS, and STAAR testing, so they see for themselves where they stand in comparison to national norm-referenced tests, to their own previous scores, and they set intentional goals for their own growth. We firmly believe that students, teachers, parents, and our community will be better able to see advanced academic achievement at Daggett when the consistently see and understand what the data is telling us.

Many of these mentioned parts of our vision are new this year. Prior to this year, the campus had fallen in performance rating to a D rating, in need of improvement. Also, for several years, perhaps since the opening of the Daggett Montessori school right next door, there has been a widely known "perception" among people living in our community that the Montessori school is the better school, and that families surrounding our campus should place their children in that school. We are striving to eliminate that narrative in every possible way. We have invited the Ryan Place Neighborhood Association President Christopher Gee to serve on our SBDM, and he subs other influencers in his place at times who also hear our story, see our hard work, and see and understand our DATA. Being transparent with our stakeholders will earn back their trust, but we also know that the SCORES MUST come up if we are to become the trusted community school again.

Perceptions Strengths

Teachers have expressed their feeling of being part of a team that is committed to students. They cite a family atmosphere and supportive colleagues and families as their reason for staying at Daggett. Teachers expressed their full confidence in their colleagues and community. The fact that we have been very transparent with our Data, inviting our community in to see our progress, is tangibly shifting the perception of this campus. The Neighborhood Association and the PTA Board members have representatives on that committee who intimately know our data, the challenge of improvement before us, and the needed steps we determine together to get back to an excellent rating, earning back the reputation this historic school should have. Everyone sees the Growth, the data does not lie.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. **Root Cause:** Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group.

Root Cause 1: More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES.

Root Cause 2: Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023.

Root Cause 3: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.

Problem Statement 3 Areas: Demographics

Problem Statement 4: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth

Root Cause 4: Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR.

Root Cause 5: Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Science STAAR data shows only 44% approaching grade level in 2023, with the lowest Student Expectations mastered being those that should have been taught in 2nd, 3rd, and 4th grades.

Root Cause 6: Science instruction was not consistently implemented, monitored or aligned with TEKS in 2023, creating gaps in learning that are tested on STAAR in 5th grade.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 51.4% of all students met or exceeded projected MAP Growth in MATH at MOY 2024, with ED students at 49.4%.

Root Cause 7: Teachers initially used resources that did not provide scaffolded, targeted TEKS alignment, but due to teacher collaboration during PLC's, teachers have incorporated small group math using targeted skills, spiraling review, and ongoing assessment analysis.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The attendance rate, though decreasing based on 2023/24 efforts, still remains below district average at 93.3% mid-year compared to the district 94.9%.

Root Cause 8: Attendance has reportedly not been a focus for the past 5 or more years, with little or no SART meetings, home visits or enforcement/ possible retention letters. Covid created an optional feeling to attending school, and not enough efforts have been made to enforce attendance law. Also, chronically absent students are concentrated in the special education units for various reasons.

Problem Statement 8 Areas: Demographics

Problem Statement 9: In first and second grades, only 15% and 19% met English Reading RIT score NORM by MOY, a shocking comparison to national RIT norms in those two grade levels. Only 25% of our large EL students, as a group, are meeting RIT Norm in English reading

Root Cause 9: Last year (22-23), the campus was required to implement a whole group, mostly listening comprehension curricular program for the reading, with no small group guided reading or direct spiraling phonics program, creating the largest gaps in K and 1st grade reading performance that has persisted now as they are in 1st and 2nd grades. Also, 18 of our current 2nd graders are identified Sped.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 17, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 70% to 90% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 72% to 90% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71% to 80% by May 2025.

High Priority

Evaluation Data Sources: PK Circle Data EOY

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of TEKS Aligned lesson design and following the Science of Teaching Reading, using the Lead4ward tools and the FWISD Instructional Framework to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: All students will demonstrate mastery of letter names, sounds by EOY

Staff Responsible for Monitoring: Teachers and principal

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Every PK- 3rd grade teacher will deliver 30 minutes of English Newhaus Phonics daily beginning in November Intended Audience: PK-2nd students in both RP and EB classes Provider / Presenter / Person Responsible: All PK-2nd teachers Date(s) / Timeframe: Daily during intervention block Collaborating Departments: NA Delivery Method: Whole group and small group	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Bilingual PK-3rd teachers deliver Estrellitas daily phonics lesson beginning in September. Intended Audience: Emergent Bilingual PK-3rd students Provider / Presenter / Person Responsible: Bilingual PK - 3rd teachers Date(s) / Timeframe: Daily 30 minutes during intervention time Collaborating Departments: NA Delivery Method: Whole group and small group	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: Monitor progress of PK students on mastery of PK guidelines and Circle skills to track students' progress on targeted skills / mastery, and design small groups to develop fluency by EOY

Strategy's Expected Result/Impact: English Program and Emergent bilingual students will master letters / sounds / syllables by EOY.

Staff Responsible for Monitoring: ESL, RP, Bilingual PK teachers and principal

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar weekly fluency checks using MAP "progress monitoring" function for grades, as well as K-2nd grade three week MAP Benchmark assessments.</p> <p>Intended Audience: Early Childhood PK - 2nd grade students</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC support</p> <p>Date(s) / Timeframe: Fluency checks for grades 1-2 weekly. MAP benchmarks for K-2 every three weeks</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Online</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Calendar Weekly Data Meetings during which teachers login to test results, complete the tracker form (whatever it may be) and, design instructional groupings and interventions based on the data.</p> <p>Intended Audience: PK-2nd students</p> <p>Provider / Presenter / Person Responsible: Teachers in PK-2</p> <p>Date(s) / Timeframe: Weekly PLC / WDM Fluency checks weekly Benchmark MAP tests each three week cycle</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Individual online assessments</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: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023.</p> <p>Root Cause: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.</p> <p>Problem Statement 2: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth Root Cause: Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.</p>
School Processes & Programs
<p>Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. Root Cause: More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 51% to 70% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 29% to 55% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 80% by May 2025.

High Priority

Evaluation Data Sources: MAP FLuency EOY

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: PLC meetings will result in actionable instructional items that can be observed in the classroom

Staff Responsible for Monitoring: Lead Teachers, CIC, Principal

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Create master calendar of PLC's in outlook and handbook and agenda expectations in August and deliver as part of Beginning of year training to teachers Intended Audience: teachers Provider / Presenter / Person Responsible: principal Date(s) / Timeframe: August Collaborating Departments: NA Delivery Method: Outlook, Handbook and training	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: All Teachers in grades 1-3 administer weekly MAP Fluency progress monitoring checks to be reviewed during weekly data meetings to guide instructional planning.

Strategy's Expected Result/Impact: Teachers and students will track and set goals toward fluency, using the MAP online tool and prescribed lessons to target fluency improvement

Staff Responsible for Monitoring: Teachers, CIC, principal

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and administer weekly fluency checks using MAP in grades 1-2 and MAP benchmarks each three weeks to align interventions tightly with the data for K-2</p> <p>Intended Audience: K-2 students</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC</p> <p>Date(s) / Timeframe: Weekly fluency and 3 week MAP benchmark cycle</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Online</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Use the MAP skills data reports to ensure targeted and specific interventions are provided to students in their small group reading.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers</p> <p>Date(s) / Timeframe: weekly</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: small groups</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023.

Root Cause: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.

Problem Statement 2: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth **Root Cause:** Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.

Student Learning

Problem Statement 1: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. **Root Cause:** Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.

School Processes & Programs

Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. **Root Cause:** More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 46% to 70% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 58% to 70% by May 2025.

Increase the percentage of Economically Disadvantaged students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 65% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP growth campus summary

Strategy 1: Teachers will administer TEKS aligned common assessments (ex.Unit Tests, Benchmarks, teach-created tests), meet in PLCs weekly to review data from the common assessments to create interventions for the student who did not master.

Strategy's Expected Result/Impact: Students will make expected growth on Reading as a result of close teacher monitoring and supporting

Staff Responsible for Monitoring: Teachers, CIC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers follow curriculum frameworks to design and deliver curriculum and TEKS aligned assessments as agreed upon by each team weekly.</p> <p>Intended Audience: Teachers plan common weekly assessments Students take them</p> <p>Provider / Presenter / Person Responsible: Teachers, CIC, principal</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Whole or small group</p> <p>Funding Sources: Overtime pay for FES for nighttime events - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-119-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Using weekly common assessment data, teachers design, deliver spiraled Tier 1 instruction and targeted small group instruction that directly addresses the needs of the students while following TEKS</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Whole class instruction / small group instruction</p> <p>Funding Sources: Resources and materials for instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-119-11-313-000000- - \$10,000, Teacher Extra Duty Pay for Tutoring - TITLE I (211) - 211-11-6116-04E-119-30-510-000000-25F10 - \$6,094, Progress Learning Online Platform through Classlink - TITLE I (211) - 211-11-6329-04E-119-30-510-000000-25F10 - \$6,300</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide additional TEKS aligned materials, hands on basic reading skills stations, and consumable non fiction text such as Time for Kids and other</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers</p> <p>Date(s) / Timeframe: weekly</p> <p>Collaborating Departments: na</p> <p>Delivery Method: small and whole group</p> <p>Funding Sources: Supplies materials for reading stations and text sources - BASIC (199 PIC 11) - 199-11-6399-XXX-119-11-313-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Provide ongoing professional development for teachers through observation and feedback cycles, professional learning community / data meetings, partnerships with TCU as mentor teachers, and professional development sessions delivered on campus.

Strategy's Expected Result/Impact: Teacher self-efficacy and instructional practice increases in excellence, making Daggett a model campus

Staff Responsible for Monitoring: Principal, AP, CIC's

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Create campus-wide Reading theme / focus / contest / challenge for the year to include tracking amount of reading / written responses to self-selected text (Myon or AR)</p> <p>Intended Audience: Students K-5</p> <p>Provider / Presenter / Person Responsible: Teachers / Librarian</p> <p>Date(s) / Timeframe: All year</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Classroom incentives / whole school tracking and incentives</p> <p>Funding Sources: Supplies and materials for conducting school wide reading interventions and supports - SCE (199 PIC 24) - 199-11-6399-001-119-24-313-000000- - \$4,400</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Strategy 3: Title I funded teacher Jackman will provide differentiated instruction, both accelerated and intervention, to data driven student groups daily to ensure STAAR progress measure and MAP growth are achieved by 55% of students tested.

Strategy's Expected Result/Impact: 55% of students meet expected progress

Staff Responsible for Monitoring: Teachers, CIC, Leadership

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 2: Strategic Staffing, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Trish Jackman will identify the students in need of targeted interventions based on MAP reading data, develop a schedule for small groups</p> <p>Intended Audience: Tier 2 and 3 students</p> <p>Provider / Presenter / Person Responsible: Trish Jackman</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: Title I</p> <p>Delivery Method: Small groups</p> <p>Funding Sources: Title I Teacher full time - TITLE I (211) - 211-11-6119-04E-119-30-510-000000-25F10 - \$69,525</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023.</p> <p>Root Cause: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.</p> <p>Problem Statement 2: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth Root Cause: Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.</p>

Student Learning

Problem Statement 1: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. **Root Cause:** Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.

Problem Statement 2: Science STAAR data shows only 44% approaching grade level in 2023, with the lowest Student Expectations mastered being those that should have been taught in 2nd, 3rd, and 4th grades. **Root Cause:** Science instruction was not consistently implemented, monitored or aligned with TEKS in 2023, creating gaps in learning that are tested on STAAR in 5th grade.

Problem Statement 3: 51.4% of all students met or exceeded projected MAP Growth in MATH at MOY 2024, with ED students at 49.4%. **Root Cause:** Teachers initially used resources that did not provide scaffolded, targeted TEKS alignment, but due to teacher collaboration during PLC's, teachers have incorporated small group math using targeted skills, spiraling review, and ongoing assessment analysis.

School Processes & Programs

Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. **Root Cause:** More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.

Perceptions

Problem Statement 1: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. **Root Cause:** Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.

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 40% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from __% to 90% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71% to 90% by May 2025.

High Priority

Evaluation Data Sources: PK Circle EOY assessment

Strategy 1: PK teachers to deliver rigorous mathematics instruction daily through careful design of the lesson content, delivery, and assessment cycle using appropriately challenging instructional materials from curriculum frameworks, supplemented with differentiated objectives aligned lessons.

Strategy's Expected Result/Impact: PK students will make MAP math growth commensurate with the national norm on MAP BOY, MOY, EOY grade level equivalency measure

Staff Responsible for Monitoring: Teachers, principal

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: PK teachers will meet in PLC to collaborate and design math lessons based on Circle Math assessments. Intended Audience: PK students Provider / Presenter / Person Responsible: PK teachers Date(s) / Timeframe: weekly progress monitoring Collaborating Departments: EC Delivery Method: PLC meetings / WDM	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PK teachers will identify student groupings, individual instructional needs, and data trends by using data captured weekly and deliver differentiated lessons to these groups weekly..</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: teachers</p> <p>Date(s) / Timeframe: weekly</p> <p>Collaborating Departments: Grade Level teachers team to develop data-driven plans</p> <p>Delivery Method: planning meetings</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 3: 51.4% of all students met or exceeded projected MAP Growth in MATH at MOY 2024, with ED students at 49.4%. Root Cause: Teachers initially used resources that did not provide scaffolded, targeted TEKS alignment, but due to teacher collaboration during PLC's, teachers have incorporated small group math using targeted skills, spiraling review, and ongoing assessment analysis.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 40% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75% to 90% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 75% to 90% by May 2025.

High Priority

Evaluation Data Sources: MAP progress monitoring tool / each three weeks math progress monitor

Strategy 1: Kindergarten teachers will collaborate to develop powerful math instruction aligned with the TEKS providing differentiated mathematics instruction to accelerate student growth as measured by MAP growth and TX-KEA Math.

Strategy's Expected Result/Impact: Students will make progress due to personalized interventions

Staff Responsible for Monitoring: teachers, principal

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Create master PLC calendar, agenda, and determine collaboratively what common assessments will be analyzed in August with Kindergarten teachers Intended Audience: Kinder teachers Provider / Presenter / Person Responsible: principal, CIC Date(s) / Timeframe: August then weekly Collaborating Departments: NA Delivery Method: Outlook, google drive, PLC	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 2: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth **Root Cause:** Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.

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 40% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from _51% to 75% by May 2025.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 60% by May 2025.

High Priority

Evaluation Data Sources: MAP EOY Data

Strategy 1: Provide support for effective Tier 1 instruction to math teachers through use of the coaching model and administrator feedback.

Strategy's Expected Result/Impact: Teacher effectiveness and self-efficacy increase as measured by MAP growth EOY 2025

Staff Responsible for Monitoring: CIC and principal

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Campus Instructional Coach identifies math teachers for coaching case load, then calendar, plan, coach, and support effective tier 1 instruction as well as differentiated groupings. Intended Audience: Tier 2-3 teachers in need of coaching or who have student groups in need of targeted interventions Provider / Presenter / Person Responsible: Principal / CIC Date(s) / Timeframe: August identify caseload and weekly coaching cycle Collaborating Departments: CIC department Delivery Method: planning, observing, feedback conversations	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Administrators provide written observation feedback to math teachers at least once per six weeks for five marking periods (5).</p> <p>Intended Audience: Math teachers Provider / Presenter / Person Responsible: principal / ap Date(s) / Timeframe: one walkthrough per marking period for first 5 six weeks Collaborating Departments: NA Delivery Method: Strive</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Special education teachers will review IEP's in August with general ed teachers and create written plans to ensure implementation of all IEP requirements / accommodations, then implement those plans with fidelity, documenting daily implementation.</p> <p>Intended Audience: Sped and Gen ed teachers Provider / Presenter / Person Responsible: Sped Teachers, principal Date(s) / Timeframe: August delivery of IEP, weekly lesson planning cycles Collaborating Departments: sped / specialist department Delivery Method: PLC and PD</p> <p>Funding Sources: Additional small group tutoring for sped identified - SPED (199 PIC 23) - \$4,400</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers will provide additional tutoring to inclusion sped groups of students to ensure students make a full year's progress on Math MAP by EOY</p> <p>Intended Audience: sped and gen ed students Provider / Presenter / Person Responsible: Teachers / Tutors Date(s) / Timeframe: During school and after school Collaborating Departments: NA Delivery Method: Small group</p> <p>Funding Sources: Tutoring - SPED (199 PIC 23) - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Create and sustain consistent Data Meeting cycles in which teachers analyze student math misconceptions, identify targeted TEKS, and create lesson plans to address gaps and student groups for intervention and extension

Strategy's Expected Result/Impact: Teachers monitor student results weekly and provide targeted small group instruction all year

Staff Responsible for Monitoring: principal, ap

Title I:

2.4, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Calendar and conduct all weekly data meetings for the year as a consistent cycle and follow the Lead4ward / Bambrick model, including calendared benchmark and MAP data meetings with extended time.</p> <p>Intended Audience: teachers and leadership team</p> <p>Provider / Presenter / Person Responsible: principal</p> <p>Date(s) / Timeframe: August publish Data Meeting calendar and agenda template</p> <p>Collaborating Departments: Leadership Team</p> <p>Delivery Method: Weekly during plan period with longer meetings after school for MOY</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop goal setting and TEKS tracking system for all students in 3rd - 5th to ensure teachers follow up with data gaps throughout the year and students set and meet TEKS mastery goals.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal and leadership team</p> <p>Date(s) / Timeframe: August roll out and weekly updates</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Weekly Data meeting updates</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: Design and deliver small group instruction / interventions / extensions based on student data daily in every math classroom

Strategy's Expected Result/Impact: Students will receive personalized instruction based on their data in alignment with the TEKS

Staff Responsible for Monitoring: Principal, AP

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers maintain a daily class schedule that includes the planned delivery of differentiated small group guided math during the block and intervention period.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Math Coach / principal</p> <p>Date(s) / Timeframe: daily small group targeted instruction</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: small groups</p> <p>Funding Sources: hands on math manipulatives and TEKS aligned materials and tech - BASIC (199 PIC 11) - 199-11-6399-XXX-119-11-313-000000- - \$1,395, Learning resources, materials, manipulatives, supplies to provide differentiated instructional lessons - SCE (199 PIC 24) - 199-11-6399-001-119-24-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide tutoring in math for students below meets level on STAAR or not meeting grade level expectancy on MAP in math, both pull out / push in and after school.</p> <p>Intended Audience: Students below grade level expected performance</p> <p>Provider / Presenter / Person Responsible: Kerry Renta and teachers</p> <p>Date(s) / Timeframe: twice / week</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: small groups</p> <p>Funding Sources: Tutoring - TITLE I (211) - 211-11-6117-04E-119-30-510-000000-25F10 - \$13,693.80, Tutoring - SCE (199 PIC 24) - 199-11-6117-001-119-24-313-000000- - \$100, Teachers Extra Duty Pay for tutoring - TITLE I (211) - 211-11-6116-04E-119-30-510-000000-25F10 - \$2,000</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 3 Problem Statements:

Student Learning

Problem Statement 3: 51.4% of all students met or exceeded projected MAP Growth in MATH at MOY 2024, with ED students at 49.4%. **Root Cause:** Teachers initially used resources that did not provide scaffolded, targeted TEKS alignment, but due to teacher collaboration during PLC's, teachers have incorporated small group math using targeted skills, spiraling review, and ongoing assessment analysis.

School Processes & Programs

Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. **Root Cause:** More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 40% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: TEA STAAR Results 2024-25

Strategy 1: Implement well designed differentiated instruction for students scoring at all levels, Did Not Meet, Approaches, Meets, Masters to ensure all students exceed one full-year's growth on MAP reading and 40% score Meets on Reading STAAR

Strategy's Expected Result/Impact: All students meet or exceed one full year's growth

Staff Responsible for Monitoring: Teachers, CIC, principal

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Design/deliver differentiated instruction for students identified as Gifted and Talented, scoring at MAP above grade level proficiency, scoring Meets /Masters on STAAR, and / or Advanced High on TELPAS to ensure these advanced students exceed expected growth.</p> <p>Intended Audience: GT, Talent Pool students Provider / Presenter / Person Responsible: Teachers and GT teacher Date(s) / Timeframe: Weekly Collaborating Departments: GT Department Delivery Method: Small groups in the block and in pull out</p> <p>Funding Sources: Appropriate resources for exploration, extended learning, and experimentation - GT (199 PIC 21) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Implement extracurricular activities that challenge more on and above level learners to excel academically - UIL, BOB, Spelling Bees, History Fair, incentivized Lexia Core 5 competitions.</p> <p>Intended Audience: Students on and above grade level Provider / Presenter / Person Responsible: Teachers, principal, GT teachers Date(s) / Timeframe: weekly Collaborating Departments: GT Department Delivery Method: small groups, during and after school</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-119-11-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023.</p> <p>Root Cause: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.</p>

Student Learning

Problem Statement 1: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. **Root Cause:** Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.

Perceptions

Problem Statement 1: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. **Root Cause:** Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.

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 33% to 40% by May 2025. Increase the percentage of EL Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: TEA STAAR Results 24-25

Strategy 1: Implement well designed differentiated instruction for students scoring at all levels, Did Not Meet, Approaches, Meets, Masters to ensure all students exceed one full-year's growth on MAP reading and 40% score Meets on Math STAAR

Strategy's Expected Result/Impact: Students will meet or exceed one full year's growth

Staff Responsible for Monitoring: Teachers, CIC, principal

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Design/deliver differentiated instruction for students identified as Gifted and Talented, scoring at MAP above grade level proficiency, scoring Meets /Masters on STAAR, and / or Advanced High on TELPAS to ensure these advanced students exceed expected growth in math.</p> <p>Intended Audience: Students who are on or above level</p> <p>Provider / Presenter / Person Responsible: Teachers, GT Teachers,</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: Gifted and Talented</p> <p>Delivery Method: small groups</p> <p>Funding Sources: Resources that provide investigations, extensions, explorations in math - GT (199 PIC 21) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Implement extracurricular activities that challenge more on and above level learners to excel academically - UIL, Math Bee, Chess Club, Science Fair, incentivized Dream Box competitions.</p> <p>Intended Audience: Students on or above grade level</p> <p>Provider / Presenter / Person Responsible: Teachers, GT CIC</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: Gifted and Talented Department</p> <p>Delivery Method: small groups</p> <p>Funding Sources: General supplies to support competitions, history / science fair boards, ribbons, materials - BASIC (199 PIC 11) - 199-11-6399-XXX-119-11-313-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: First Grade MOY MAP results were the lowest percentage meeting MOY projected Growth Root Cause: Early childhood grades have persistently lower attendance than the state average, despite efforts this year to increase that. Kindergarten barely hit 90% attendance by semester one, 2023-24 and First grade ended first semester at 91.37%. This has proven negative impacts on student achievement that clearly shows in our MAP MOY data, with 1st grade at our lowest grade level meeting reading growth.</p>
Student Learning
<p>Problem Statement 1: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. Root Cause: Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.</p>
School Processes & Programs
<p>Problem Statement 1: Emergent Bilingual students performance on 2023 reading STAAR was 6% lower passing rate than the all student group, and EB's scoring at the Meets level were 9% lower than the all student group. Root Cause: More structured, targeted programs for reading intervention and acceleration need to be provided for Emergent Bilingual students in order to close the achievement gap on Reading STAAR.</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 (1 or more courses below 90% attendance) from 26% to 10% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 12% by May 2025.

High Priority

Evaluation Data Sources: ADQ attendance data

Strategy 1: Implement Daily monitoring of attendance, including parental contacts, attendance letters, and truancy policy with consistency.

Strategy's Expected Result/Impact: diminished number of students accruing excessive absences

Staff Responsible for Monitoring: FES, Data Clerk, AP

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- 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

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: FES will conduct daily call outs and home visits for students accruing absences starting at 3rd absence, document all attendance contacts, and will work with administration to follow through with attendance procedures / truancy / family support. Intended Audience: Parents Provider / Presenter / Person Responsible: FES / Data Clerk Date(s) / Timeframe: Daily Collaborating Departments: Stay in School Coordinator Delivery Method: Daily phone calls, letters, attendance meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers send DOJO message every day as the day begins to any and all parents of students not yet present, reminding them to attend, and document all parent contacts in Branching Minds</p> <p>Intended Audience: Parents of absent / tardy students</p> <p>Provider / Presenter / Person Responsible: Classroom Teachers</p> <p>Date(s) / Timeframe: Daily</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: Class Dojo or Blackboard Parent Link</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: The attendance rate, though decreasing based on 2023/24 efforts, still remains below district average at 93.3% mid-year compared to the district 94.9%.</p> <p>Root Cause: Attendance has reportedly not been a focus for the past 5 or more years, with little or no SART meetings, home visits or enforcement/ possible retention letters. Covid created an optional feeling to attending school, and not enough efforts have been made to enforce attendance law. Also, chronically absent students are concentrated in the special education units for various reasons.</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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2 to 0 by May 2025.

Evaluation Data Sources: Focus suspension documentation and Branching Minds discipline / support documentation

Strategy 1: Implement, with our new counselor, campus wide guidance lesson program that includes Restorative Circles / Practices and teaches positive character qualities that fit with our Profile of a Daggett Bulldog.

Strategy's Expected Result/Impact: Students create and maintain high expectations for character and behavior

Staff Responsible for Monitoring: Teachers, Counselor, Support

Title I:

2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Problem Statements: Demographics 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Determine collaboratively what program to implement for character development, calendar the focus characteristics to be taught, develop lessons, and deliver training or collaborative planning time.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Counselors, admin</p> <p>Date(s) / Timeframe: May - August</p> <p>Collaborating Departments: Counseling Department resources</p> <p>Delivery Method: Lessons weekly that take place as part of the morning meeting in the classroom</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-119-25-313-000000 - \$2,400</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Counselors provide aligned guidance lessons weekly to ensure character and social / emotional targets are being met through engaging with these important topics</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Counselor</p> <p>Date(s) / Timeframe: weekly</p> <p>Collaborating Departments: Counseling</p> <p>Delivery Method: Whole and small group</p> <p>Funding Sources: Guidance lesson materials - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-119-99-313-000000- - \$1,300, Dues for Counseling Conference - UNDISTRIBUTED (199 PIC 99) - 199-31-6495-XXX-119-99-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Strategy 2: Refine our implementation of campus wide culture routines and systems of behavior management during campus wide transitions and in campus wide spaces to ensure consistency in our culture of joy.

Strategy's Expected Result/Impact: Fewer discipline referrals
More instructional time / less time wasted on transitions

Staff Responsible for Monitoring: Brown and Arthur

Title I:
2.5
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create clear and consistently enforced lunchroom / cafeteria protocols for entering, exiting, passing through lunch line, sitting and cleaning up around tables, lining up for dismissal.</p> <p>Intended Audience: All Daggett Students</p> <p>Provider / Presenter / Person Responsible: Leadership</p> <p>Date(s) / Timeframe: By October, employ new monitor and establish consistent systems</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: daily</p> <p>Funding Sources: Cafeteria Monitor hourly pay for 3 hours a day - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-119-99-313-000000- - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: The attendance rate, though decreasing based on 2023/24 efforts, still remains below district average at 93.3% mid-year compared to the district 94.9%. Root Cause: Attendance has reportedly not been a focus for the past 5 or more years, with little or no SART meetings, home visits or enforcement/ possible retention letters. Covid created an optional feeling to attending school, and not enough efforts have been made to enforce attendance law. Also, chronically absent students are concentrated in the special education units for various reasons.</p>
Perceptions
<p>Problem Statement 1: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. Root Cause: Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.</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 3: Increase the number of students and parents attending engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs logged by May 2025

Evaluation Data Sources: Parent engagement agendas, fliers, sign ins

Strategy 1: Create and strengthen opportunities for parents to engage through Data and Dogs Night and required fall conferences to ensure all families know and understand their childrens' academic performance and needs.

Strategy's Expected Result/Impact: Increased parental impact on student learning

Staff Responsible for Monitoring: teachers, leaders

Title I:

2.6, 4.1, 4.2

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Deliver Data Result printouts to every family for STAAR and MAP results, and present explanation on how to read and understand the results to all families.</p> <p>Intended Audience: Parents Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: September 17th Collaborating Departments: NA Delivery Method: Face to Face</p> <p>Funding Sources: Refreshments - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-119-30-510-000000-25F10 - \$480, Paper and supplies for fliers printouts of data - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-119-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Require teachers to conduct parent conferences with every family in the fall. to review student data, discuss academic progress and set goals.</p> <p>Intended Audience: Parents Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: before Thanksgiving Break Collaborating Departments: NA Delivery Method: Face to face</p> <p>Funding Sources: Paper for printouts fliers etc - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-119-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: A performance gap exists between our all students group and our Emergent Bilingual students, who achieved only 56% approaches on Reading STAAR in 2023 and our "all students" group who achieved 62% approaches on the same measure. These two groups also had a 10% gap at the Meets level on the Reading STAAR in 2023. Root Cause: Instruction in 2023 focused more on adopted programs and program design rules than on student needs. Increased mobility trends brings the challenge of designing instruction for students with little or no English and limited academic experiences, thus creating a need for more differentiated instruction in every grade level.</p> <p>Problem Statement 3: The attendance rate, though decreasing based on 2023/24 efforts, still remains below district average at 93.3% mid-year compared to the district 94.9%. Root Cause: Attendance has reportedly not been a focus for the past 5 or more years, with little or no SART meetings, home visits or enforcement/ possible retention letters. Covid created an optional feeling to attending school, and not enough efforts have been made to enforce attendance law. Also, chronically absent students are concentrated in the special education units for various reasons.</p>
Student Learning
<p>Problem Statement 1: The percent of all students in K-5th grade who met or exceeded projected growth on MAP Reading in English was 46.4% at MOY and in Spanish 58% at MOY, a 12% gap in growth while EL still perform below RP on STAAR. Root Cause: Emergent bilingual program teachers implemented SGGR, added Estrellitas/Esperanza/Lunitas daily from day one and also implemented small group math with rigorous TEKS aligned targets daily with consistency across all grades. RP classrooms faced inconsistent implementation of data driven small groups in a number of grade levels.</p>
Perceptions
<p>Problem Statement 1: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. Root Cause: Daggett ES has failed to 1) produce academic results that attract selective families to enroll and 2) Daggett ES has failed to connect with the community with transparency and with the vision that aligns with their best hopes for their children.</p>

State Compensatory

Budget for 119 Daggett Elementary School

Total SCE Funds: \$6,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

In order to address the academic needs of our students who are at-risk, economically disadvantaged, and struggling to perform on grade level, we will purchase supplies and materials needed to create a differentiated learning experience, through small group instruction, both during the instructional block and after school. This will include paper to create problem solving grids, plans, journals, and graphic organizers for mathematics as well as leveled readers and response journals for literacy groups. Materials will include both math supplemental activities as well as literacy supplemental opportunities to practice skills, phonemic awareness, response to text, and authentic writing. We plan to also purchase some concrete materials / manipulatives in both contents and in support of learning stations that can be self-checking and hands on.

Title I

1.1: Comprehensive Needs Assessment

Campus Needs Assessment is done collaboratively over months or reviewing our data in teams. The needs are identified based completely on DATA.

[Campus Needs Assessment DRAFT](#)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan is our guiding document, created collaboratively with faculty, parents, and community, primarily guided through out Site Based Decision making Team.

[24-25 CAMPUS IMPROVEMENT PLAN](#)

2.2: Regular monitoring and revision

Progress Monitoring takes place in each classroom. In lower grades, we use fountas and pinnell testing, fluency testing (MAP too) MAP testing, exit tickets, and benchmarks / interims.

We begin the year looking at [color coded sorted STAAR DATA](#).

Teachers also take the beginning of year MAP data and sort / color code for student groupings and then progress monitor using MOY and cheks.

2.3: Available to parents and community in an understandable format and language

Yes, the Campus Improvement Plan is a public document, posted on our campus website for all to see each year. We also share highlights during Title I meeting annually and keep posters showing our three main goal areas in the building at all times.

[CAMPUS IMPROVEMENT PLAN](#) is accessible to all.

2.4: Opportunities for all children to meet State standards

Every student is monitored for Progress on the [STATE STANDARDS through exit ticket analysis](#) and weekly data meetings. We ensure instruction is aligned with the state standards weekly in our lesson planning cycle and TEKS analysis using know show charts.

2.5: Increased learning time and well-rounded education

One of the most important commitments we have as a campus is to protect instructional time and to provide additional targeted interventions for students. We have created [MINUTE BY MINUTE routines](#) to tighten up campus and classroom transitions and ensure no wasted time.

[Interventions](#) are part of our entire school program for EVERY academic level.

2.6: Address needs of all students, particularly at-risk

Daggett has a campus-wide focus on DIFFERENTIATION for ACCELERATION - we Assess and Address student needs DAILY as our third BIG ROCK for the year! Addressing all needs is something we claim as our key to success! Teachers must use formative checks, exit tickets, and assessment data to KNOW their students, what each student needs.

[THREE AREAS of FOCUS](#) ensure we assess and address student needs.

3.1: Annually evaluate the schoolwide plan

Our Faculty meets throughout the year, and we look at campus data - both individual student data, teacher level data and grade level / content area / demographic group data. We do this in our ongoing efforts for continuous improvement.

SBDM also meets monthly. They receive a copy of our Campus Improvement Plan, review it and reference it each month as part of our ongoing discussion on improving and targeting specific campus needs.

[Data Presentations](#) are made at each meeting with updates if any campus-wide tests have been administered. We compare the data to our goals for student achievement.

4.1: Develop and distribute Parent and Family Engagement Policy

YES, we have Parent Compacts and a Family Engagement Policy that we distribute to families annually and keep online. The parents sign the compacts and they are attached to the CIP and on file in the office of our FES.

[Welcome letter from principal](#) invites families to participate all year!

Our [Parent Engagement Policy](#) contains calendar of events annually or is attached to it.

Parents Sign our [Parent Compact](#) following our annual Title I Parent Meeting.

4.2: Offer flexible number of parent involvement meetings

Daggett has increased our parent involvement last year by about 300%, adding numerous activities, All Pro Dads, Coffee Talks with Moms, Literacy Night, Science Night, Data and Dogs, Fiesta Dance, Sweetheart Dance, Required Parent Conferences, etc.

https://drive.google.com/file/d/1lmlyVaWVH7N0qvGp8DQiecLuk_ZRONfb/view?usp=sharing

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Jackman	Title I Teacher	Instructional Interventions	1.0

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Teacher Extra Duty Pay for Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-119-30-510-000000-25F10	\$6,094.00
1	3	1	2	Progress Learning Online Platform through Classlink	Reading materials & Software for classroom use	211-11-6329-04E-119-30-510-000000-25F10	\$6,300.00
1	3	3	1	Title I Teacher full time	Title I Reading/ Mathematics Teacher	211-11-6119-04E-119-30-510-000000-25F10	\$69,525.00
2	3	3	2	Teachers Extra Duty Pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-119-30-510-000000-25F10	\$2,000.00
2	3	3	2	Tutoring	Tutors with degree or certified	211-11-6117-04E-119-30-510-000000-25F10	\$13,693.80
Sub-Total							\$97,612.80
Budgeted Fund Source Amount							\$97,612.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Paper and supplies for fliers printouts of data	Supplies and materials for parental involvement	211-61-6399-04L-119-30-510-000000-25F10	\$1,000.00
4	3	1	1	Refreshments	Snacks for parents to promote participation	211-61-6499-04L-119-30-510-000000-25F10	\$480.00
4	3	1	2	Paper for printouts fliers etc	Supplies and materials for parental involvement	211-61-6399-04L-119-30-510-000000-25F10	\$1,000.00
Sub-Total							\$2,480.00
Budgeted Fund Source Amount							\$2,480.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Resources and materials for instruction	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-119-11-313-000000-	\$10,000.00
1	3	1	3	Supplies materials for reading stations and text sources	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-119-11-313-000000-	\$4,000.00
2	3	3	1	hands on math manipulatives and TEKS aligned materials and tech	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-119-11-313-000000-	\$1,395.00
3	1	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-119-11-313-000000-	\$1,000.00
3	2	1	2	General supplies to support competitions, history / science fair boards, ribbons, materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-119-11-313-000000-	\$5,000.00
Sub-Total							\$21,395.00
Budgeted Fund Source Amount							\$21,395.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Appropriate resources for exploration, extended learning, and experimentation	GENERAL SUPPLIES		\$1,000.00
3	2	1	1	Resources that provide investigations, extensions, explorations in math	GENERAL SUPPLIES		\$1,000.00
Sub-Total							\$2,000.00
Budgeted Fund Source Amount							\$2,000.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	Additional small group tutoring for sped identified	EXTRA DUTY - PROFESSIONAL		\$4,400.00
2	3	1	4	Tutoring	EXTRA DUTY - PROFESSIONAL		\$3,000.00
Sub-Total							\$7,400.00
Budgeted Fund Source Amount							\$7,400.00
+/- Difference							\$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Supplies and materials for conducting school wide reading interventions and supports	Supplies and materials for instructional use	199-11-6399-001-119-24-313-000000-	\$4,400.00
2	3	3	1	Learning resources, materials, manipulatives, supplies to provide differentiated instructional lessons	Supplies and materials for instructional use	199-11-6399-001-119-24-313-000000-	\$2,000.00
2	3	3	2	Tutoring	Tutors with degree or certified	199-11-6117-001-119-24-313-000000-	\$100.00
Sub-Total							\$6,500.00
Budgeted Fund Source Amount							\$6,500.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Supplies and materials - instruction	199-11-6399-001-119-25-313-000000	\$2,400.00
Sub-Total							\$2,400.00
Budgeted Fund Source Amount							\$2,400.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Overtime pay for FES for nighttime events	COMMUNITY SERVICES EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-119-99-313-000000-	\$500.00
4	2	1	2	Dues for Counseling Conference	GUIDANCE & COUNSELING SVC DUES	199-31-6495-XXX-119-99-313-000000-	\$400.00
4	2	1	2	Guidance lesson materials	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-119-99-313-000000-	\$1,300.00
4	2	2	1	Cafeteria Monitor hourly pay for 3 hours a day	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-119-99-313-000000-	\$3,500.00
Sub-Total							\$5,700.00
Budgeted Fund Source Amount							\$5,700.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	\$0.00
						Grand Total Budgeted	\$145,487.80
						Grand Total Spent	\$145,487.80
						+/- 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