

Fort Worth Independent School District
138 H.V. Helbing Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

To challenge everyone to become caring, compassionate, life long learners with a growth mindset.

Vision

For H. V. Helbing Elementary be high-performing campus where all students succeed.

Value Statement

When we believe, we can.

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Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

H.V. Helbing ES is a traditional neighborhood school that offers grades PK -5th grade and Early Childhood Special Education classes. It is a Title I campus in Fort Worth ISD, located in Fort Worth, Texas. Fort Worth is a growing suburb in the DFW Metroplex. H.V. Helbing ES is part of the Diamond Hill community which is predominantly a Hispanic community in North Fort Worth. This community is unique in that it is a multi-generational Hispanic community.

Campus enrollment as of January 2024 is at 369 students.

H.V. Helbing ES has a predominant Hispanic population of about 97.5%. Other student groups that attend the campus are:

White: Less than 1%

African-American: Less than 1%

A breakdown of enrollment by student groups would be:

Economically Disadvantaged- 92%

Special Education- 15%

Gifted & Talented-%

Mobility Rate 9.4-%

Emergent Bilingual students-59%

H.V. Helbing ES employs highly-qualified, talented staff. Most teachers are averaging 10 years of service. Four new teachers have been hired for this school year.

138 - H.V. Helbing ES		Network: 3										Pyramid: Diamond Hill-Jarvis						
Student Population		ELAR (K-8 Reading and English I)						Math (K-8 and Algebra I)				Attendance		Discipline				
Student Groups	Current Enrollment	2022-23 STAAR	2023-24 MAP MOY	Difference	2022-23 MOY MAP %Meets	2023-24 MOY MAP %Meets	Difference	2022-23 STAAR	2023-24 MAP MOY	Difference	2022-23 MOY MAP %Meets	2023-24 MOY MAP %Meets	Difference	2023-24 Attendance Rate	2023-24 N and % Chronic Absenteeism		2023-24 N and % OSS Suspensions	
		% Meets Reading	Projection % Meets Reading	STAAR to MAP Proj.	Projected Growth Reading	Projected Growth Reading	Projected Growth 22 to 23	% Meets Math	Projection % Meets Math	STAAR to MAP Proj.	Projected Growth Math	Projected Growth Math	Projected Growth 22 to 23		%	N	%	N
All Students	367	27	20	▼ -7	47	42	▼ -5	26	19	▼ -7	38	42	▲ 4	94	64	17	0	0
African American	5	0	0	▲ 0	67	50	▼ -17	0	0	▲ 0	0	50	▲ 50	98	0	0		
Opportunity Group (Bottom 25%)	101	0	1	▲ 1	39	42	▲ 3	0	0	▲ 0	29	40	▲ 11	94	16	16	0	0
Emergent Bilingual	219	27	22	▼ -5	48	49	▲ 1	28	23	▼ -5	41	46	▲ 5	95	30	14	0	0

Emergent Learning	67	4	2	▼	-2	49	24	▼	-25	0	5	▲	5	31	40	▲	9	93	16	24	0	0	
Special Education																							

Demographics Strengths

H.V. Helbing Elementary has some notable strengths that include:

1. Increase of student attendance for 1st semester from 92% to 94% in comparison from 22-23 to 23-24 school year. .
2. Conducting Student led Conferences three times within a school year. .
3. Social Media Usage - Facebook & Blackboard
4. Strong Partnerships with Food City, US Corps of Engineers, Farmers Insurances, Optimist Club and PTA

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.

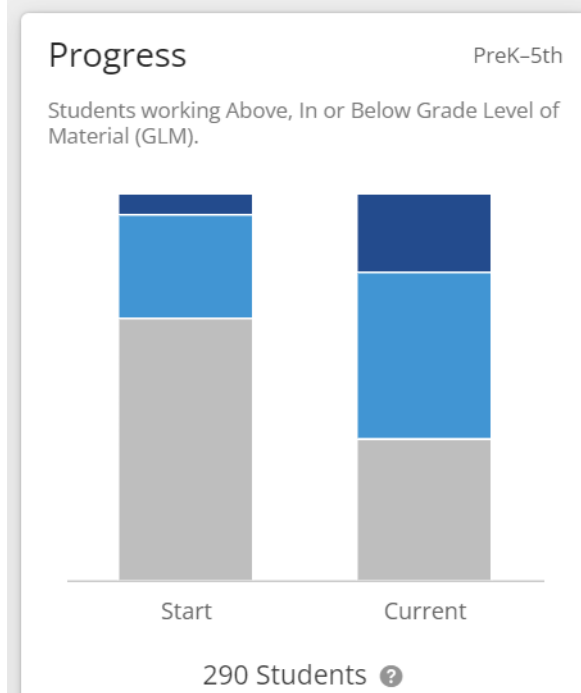
Problem Statement 2: Economically Disadvantage student group had 8% point decline from BOY to MOY met RIT score norm in MAP math. **Root Cause:** Systems to analyze data, examine student work and determine next action steps were not consistently implemented PLCs.

Problem Statement 3 (Prioritized): K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). **Root Cause:** Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.

Student Learning

Student Learning Summary

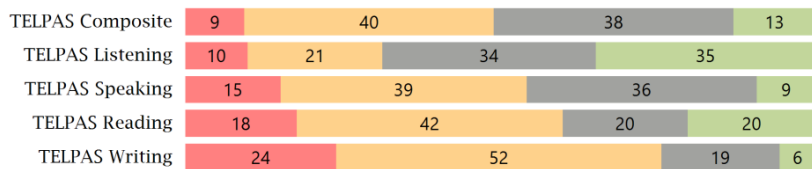
Lexia Data shows growth 27% on Grade Level (77 students) and 6% at Above Grade Level (17 students) and as Feb. 2024, 43% on Grade Level (126 students) and 20% at Above



Grade Level (57 students).

TELPAS composite scores show that Listening Domain had 69% of students scoring at Advanced and Advanced High.

Proficiency by Domain

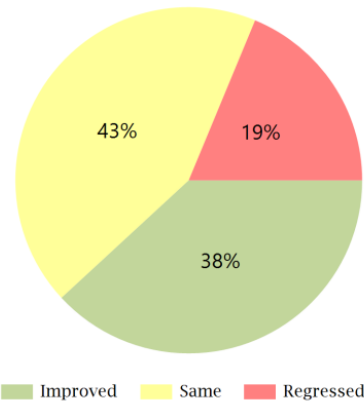


	Begining		Intermediate		Advanced		Advanced High	
	#	%	#	%	#	%	#	%
TELPAS Composite	9	10%	40	45%	38	43%	13	15%
TELPAS Listening	10	11%	21	24%	34	39%	35	40%
TELPAS Speaking	15	17%	39	45%	36	41%	9	10%
TELPAS Reading	18	21%	42	48%	20	23%	20	23%
TELPAS Writing	24	28%	52	60%	19	22%	6	7%

TELPAS Composite	18	9%	76	40%	73	38%	25	13%
TELPAS Listening	19	10%	41	21%	65	34%	67	35%
TELPAS Speaking	29	15%	75	39%	70	36%	18	9%
TELPAS Reading	34	18%	81	42%	38	20%	39	20%
TELPAS Writing	46	24%	99	52%	36	19%	11	6%

As a campus we had only 19% regression. 1st grade Change in composite rating from 2022, 83% improved.

Composite Rating Change



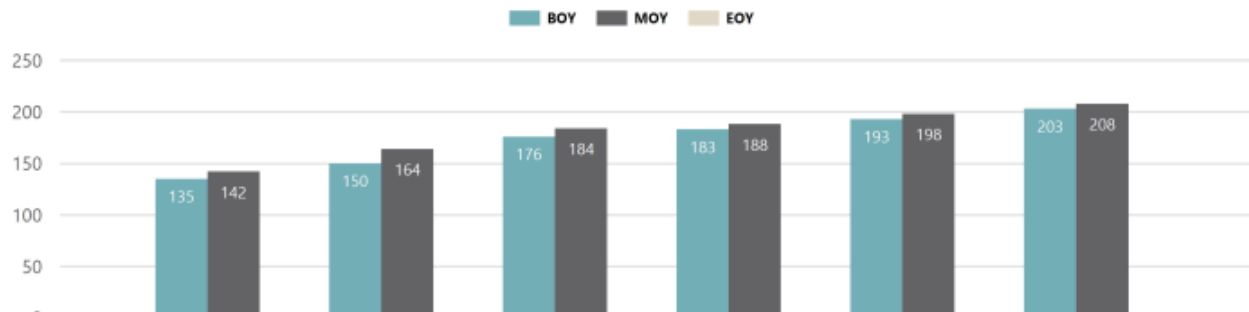
Grade	Change in Composite Rating from 2022	#	% of Grade Level
01	Improved	24	83%
	Same	5	17%
02	Improved	2	8%
	Same	9	35%
	Regressed	15	58%
03	Improved	11	34%
	Same	18	56%
	Regressed	3	9%
04	Improved	5	14%
	Same	21	60%
	Regressed	9	26%
05	Improved	19	50%
	Same	16	42%
	Regressed	3	8%
All	Improved	61	38%
	Same	69	43%
	Regressed	30	19%

MAP Math data shows an increase in Average RIT score by Grade level, no grade level is meeting the MOY National Norm Mean RIT Score.



MAP Growth - Math Middle of Year 2023-24 138 - H.V Helbing ES

Average RIT Score by Grade Level





MOY National Norm Mean RIT Scores	
KG	150
01	170
02	184
03	196
04	206
05	215
06	220
07	224
08	228
Alg I	235

Grade Level	BOY		MOY		EOY		BOY-to-MOY Diff Avg RIT
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	
KG	18	135	21	142			7
01	14	150	16	164			14
02	53	176	50	184			8
03	44	183	48	188			5
04	44	193	46	198			5
05	54	203	54	208			5
All	227	182	235	188			6

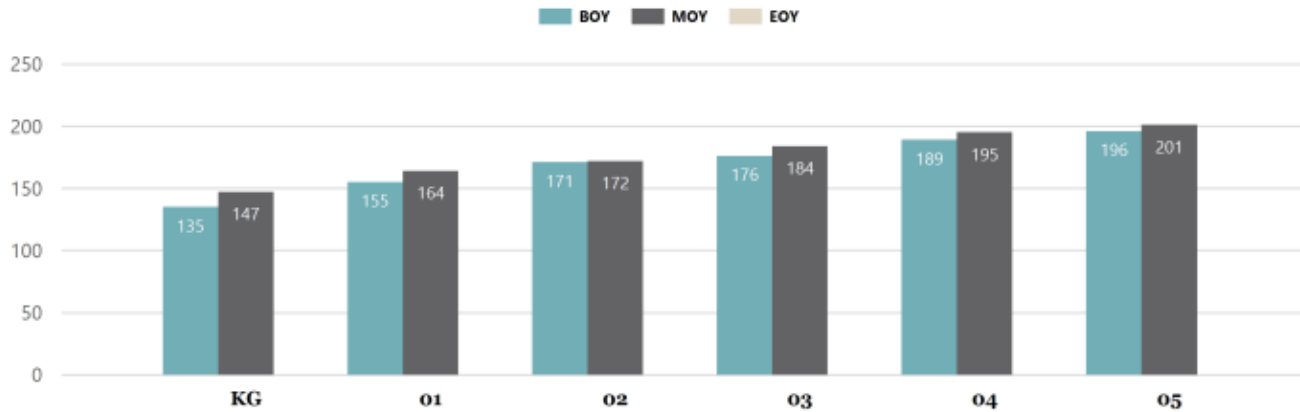
MAP Growth - Reading Spanish Average RIT Score by Grade level shows that Kinder and 1st grade are above the MOY National Norm Mean RIT Scores. The other grade levels were below but they were with in 5 pts to mee the National Norm.



MAP Growth - Reading Spanish

Middle of Year 2023-24
138 - H.V Helbing ES

Average RIT Score by Grade Level



MOY National Norm Mean RIT Scores	
KG	142
01	157
02	176
03	188
04	196
05	202

Grade Level	BOY		MOY		EOY		BOY-to-MOY Diff Avg RIT
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	
KG	31	135	34	147			12
01	26	155	25	164			9
02	32	171	34	172			1
03	25	176	27	184			8
04	32	189	30	195			6
05	35	196	35	201			5

All	181	171	185	177			6
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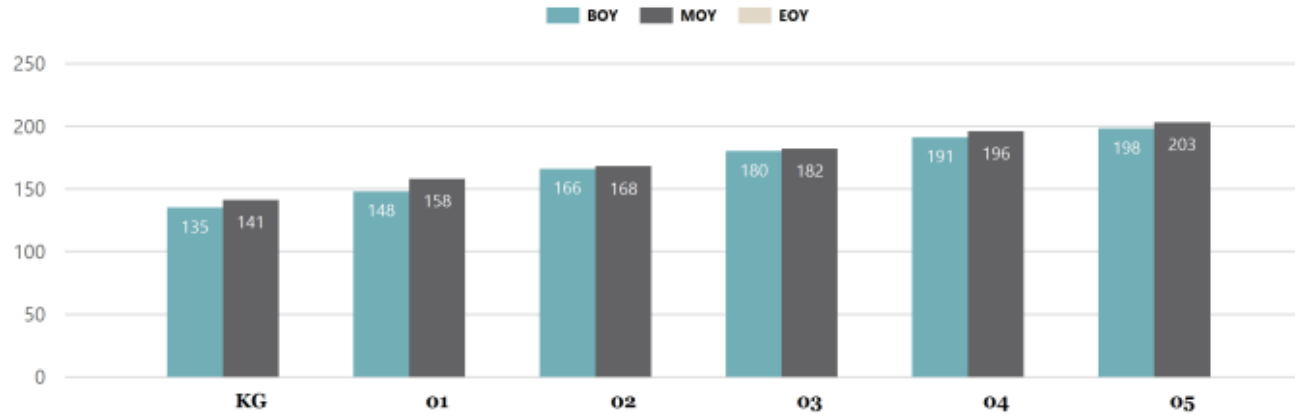
All grade levels show an increase in the Average RIT Score by Grade level. We see a decline in 2nd-4th grade on meeting the National norm Mean RIT Score.



MAP Growth - Reading English

Middle of Year 2023-24
138 - H.V Helbing ES

Average RIT Score by Grade Level



MOY National Norm Mean RIT Scores	
KG	146
01	166
02	181
03	194
04	203
05	209
06	214
07	217
08	221

Grade Level	BOY		MOY		EOY		BOY-to-MOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	19	135	21	141			6
01	14	148	16	158			10
02	53	166	54	168			2
03	44	180	49	182			2
04	47	191	47	196			5
05	54	198	54	203			5
All	231	178	241	181			3

STARR Data shows that in Reding 5th grade had 45% of students at Meets level. All grade levels scoresd higher in reading than in writing.

STARR 2023	3rd grade Reading	4th grade Reading	5th grade Reading
% Did Not Meet	31%	43%	19%
% Approaches	69%	57%	81%
% Meets	41%	16%	45%
% Master	8%	10%	21%

STARR Reading % Achieved	
Grade Level	Reading
3rd	57%
4th	42%
5th	60%

STARR Math Data Analysis and Personal Financial Literacy was above 60% for 3rd & 4th grade. Percentages of students at Meets or Masters was at 30% or lower.

STARR 2023	3rd grade Math	4th grade Math	5th grade Math
% Did Not Meet	49%	58%	42%
% Approaches	51%	42%	58%
% Meets	20%	30%	27%
% Master	6%	8%	10%

Grade	Numerical Representations and Relationships	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Fincial Literacy
3rd grade Math	38%	38%	37%	63%
4th grade Math	41%	40%	36%	62%
4th grade Math	53%	44%	40%	45%

Student Learning Strengths

1. Lexia data shows that 43% on Grade Level (126 students) and 20% at Above Grade Level (57 students) for MOY.
2. TELPAS composite score shows 83% had improvement in 1st grade
3. Data Analysis and Financial Literacy at 60% or higher in 3rd & 4th grade
4. 5th grade had 45% meets level on STAAR Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Math has low % of students at Meets level (30% or less) **Root Cause:** Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.

Problem Statement 2 (Prioritized): TELPAS Composite Writing had over 70% scoring at Beginning and Intermediate levels. **Root Cause:** Teachers need more opportunities to plan and develop the usage of writing rubrics in the classroom aligned with TEKS.

School Processes & Programs

School Processes & Programs Summary

H. V. Helbing's Mission is to create life-long learners and collaborates with as many stakeholders as possible. Our grade level chairs meet frequently to align with practices for the campus. Three student led conference are held throughout the year. Students share their goals and update parents on their progress. We actively participate in Professional Learning Communities to reinforce best practices.

We are a Blue Zone school, and we promote a healthy living for students (Wednesday wellness, Monday Mindset, Tuesday THINK and Festive Friday).

We have several programs for students like Battle of the Books, Reading Challenges, Art, Choir, Soccer Club and Running Club.

School Processes & Programs Strengths

1. 100% of teachers use Branching Minds for Documentation
2. Student Led conferences are held 3 times during the school year
3. PLCs are conducted weekly
4. Lexia and Dreambox are used by 100% of our students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 50% of students show that they are at Tier 2 & Tier 3 in Branching Minds with little to no movement in Tiers. **Root Cause:** A system to consistently follow the protocol for interventions and documentation of progress is not implemented consistently across the campus (MTSS process).

Problem Statement 2: 6% of students fall in Tier 2 & 3 on Branching Minds but need a high percentage of attention during class time **Root Cause:** Lack of professional development to address behavior issues that are pervasive and persistent within the classroom

Perceptions

Perceptions Summary

H.V. Helbing is a welcoming environment where all stakeholders are treated with respect. Our practices are to help students have a growth mindset and acquire skills to become life long learners. Students have ownership of their learning by being provided the opportunity to lead their own data by preparing for student led conferences. Healthy choices are prompted weekly through announcements.

Students are celebrated weekly for having a growth mindset and trying something new. Kick it up celebrations are conducted every six weeks for students that are performing high in academics and students that are making best efforts are also celebrated. Attendance celebrations are held every six weeks to promote the importance of being at school everyday.

Staff celebrate each other through shout outs.

Parent programs include; All Pros Dads, Student Led Conferences and monthly Music programs in coordination with PTA.

Perceptions Strengths

1. Campus wide growth mindset
2. Kick it up celebrations
3. Low staff turnover
4. Low % of referrals as a campus
5. Student Led Conferences

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 3 out of 5 teachers deal with class disruptions on a daily basis. **Root Cause:** Implementing and documenting campus behavior supports are not consistent, lack of professional development of restorative practices.

Problem Statement 2: 73% of parents are receiving , messages on Blackboard, but parents state that they are not receiving communications for the campus/teachers. **Root Cause:** Clear system is not consistent for campus/teacher communication.

Priority Problem Statements

Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less)

Root Cause 1: Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English).

Root Cause 2: Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline.

Root Cause 3: Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: TELPAS Composite Writing had over 70% scoring at Beginning and Intermediate levels.

Root Cause 4: Teachers need more opportunities to plan and develop the usage of writing rubrics in the classroom aligned with TEKS.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 3 out of 5 teachers deal with class disruptions on a daily basis.

Root Cause 5: Implementing and documenting campus behavior supports are not consistent, lack of professional development of restorative practices.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 50% of students show that they are at Tier 2 & Tier 3 in Branching Minds with little to no movement in Tiers.

Root Cause 6: A system to consistently follow the protocol for interventions and documentation of progress is not implemented consistently across the campus (MTSS process).

Problem Statement 6 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 1, 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 40% to 50% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 91% to 95% 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 91% to 95% by May 2025.

High Priority

Evaluation Data Sources: CLI, GOLD and teacher observation

Strategy 1: Improve the quality and alignment of Tier 1 Instruction by using Creative Curriculum to plan targeted lesson.

Strategy's Expected Result/Impact: Increase the percentage of PK students meeting on track or above phonological awareness in English and Spanish.

Staff Responsible for Monitoring: CIC, PK teachers and Admin team.

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for teachers to plan with other teacher in the pyramid to plan Tier 1 instruction by focusing on Phonological Awareness.</p> <p>Intended Audience: PK teachers</p> <p>Provider / Presenter / Person Responsible: Admin team, CIC and teachers</p> <p>Date(s) / Timeframe: August to May</p> <p>Collaborating Departments: Early Childhood Dept. and Pyramid Schools</p> <p>Delivery Method: In person</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-0PD-138-30-510-000000-25F10 - \$597, Library books - TITLE I (211) - 211-12-6329-04E-138-30-510-000000-25F10 - \$65</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Administrators will develop an observation cycle to provide feedback of literacy instruction aligned to Creative Curriculum with intergration of Phonemic Awareness skills.</p> <p>Intended Audience: PK Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Early learning Depatment, CIC and Administrators</p> <p>Date(s) / Timeframe: August - May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers and Teacher assitants will participate in weekly Professional Learning Communities to plan Tier 1 instruction using Creative Curriculum and GOLD data make instructional decisions.</p> <p>Intended Audience: Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Campus Leadership team and Early Learning Department</p> <p>Date(s) / Timeframe: August - May 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Professional Development materials - TITLE I (211) - 211-13-6399-04E-138-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Improve the implemntation on MTSS process, to progress monitor and use data effectively to target deficit skills.

Strategy's Expected Result/Impact: Increase the percentage of PK students meeting on track or above phonological awareness in English and Spanish.

Staff Responsible for Monitoring: Leadership team and Campus Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1, 3 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and Teacher assistants will use Gold to collect data weekly and use the data to drive instruction. Intended Audience: Teacher & staff Provider / Presenter / Person Responsible: Early Learning Department, admin team & Campus Instructional coach Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Early Learning Department & Emergent Bilingual Department Delivery Method: In person Funding Sources: Supplies - TITLE I (211) - 211-11-6399-04E-138-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and staff will engage in schoolwide implementation and professional development of Restorative practices and how to support students with additional behavioral supports. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Restorative Practices Department, Campus Instructional coach and Leadership team. Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Restorative practices department and Early learning department Delivery Method: in person Funding Sources: PD - TITLE I (211) - 211-13-6116-0PD-138-30-510-000000-25F10 - \$1,500, Materials - TITLE I (211) - 211-13-6329-04E-138-30-510-000000-25F10 - \$800</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

Problem Statement 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.

Problem Statement 3: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). **Root Cause:** Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.

Student Learning

Problem Statement 2: TELPAS Composite Writing had over 70% scoring at Beginning and Intermediate levels. **Root Cause:** Teachers need more opportunities to plan and develop the usage of writing rubrics in the classroom aligned with TEKS.

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 58% to 65% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 47% to 55% 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 47% to 52% by May 2025.

High Priority

Evaluation Data Sources: MAP Fluency Data

Strategy 1: Improve the quality of tier 1 instruction through the use of district resources (FWISD Lesson Framework, Amplify, Lexia and Estrellita) to ensure aggressive monitoring, adjustment of instruction and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Develop the capacity of teachers in planning and delivering standard based lessons to increase the percentage of students who meet or exceed their expected progress on MAP Fluency.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:





2.4, 2.6

- TEA Priorities:

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers and staff will participate in Professional Learning communities and staff meetings to intergrate best practices to develop effective Tier 1 instruction. Intended Audience: Teacher and staff Provider / Presenter / Person Responsible: Campus Instructional team and Campus Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Literacy Department and Bilingual Department Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide time to dive into data and plan backwards based on Unit planning to intergrate fluency strategies to target skills needed to scaffold appropriately.</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: Campus Instructional coach and Admin team</p> <p>Date(s) / Timeframe: August 2024-May 2024</p> <p>Collaborating Departments: Literacy and Emerget Bilingual Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Afterschool PD - TITLE I (211) - 211-13-6116-OPD-138-30-510-000000-25F10 - \$1,008, Subs - TITLE I (211) - 211-11-6112-OPD-138-30-510-000000-25F10 - \$3,015, subs - SPED (199 PIC 23) - \$500, Summer Planning - TITLE I (211) - 211-13-6116-04E-138-30-510-000000-25F10 - \$2,015, Tutoring Teacher Assitants - TITLE I (211) - 211-11-6121-04E-138-30-510-000000-25F10 - \$2,000, Tutoring Staff - TITLE I (211) - 211-11-6116-04E-138-30-510-000000-25F10 - \$4,000, Supplies - SPED (199 PIC 23) - \$3,366</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Campus Leadership Team and Identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement two to three best practices as observed through walkthroughs.</p> <p>Intended Audience: Teachers and Leadership Team</p> <p>Provider / Presenter / Person Responsible: Campus instructional coach and Admin team</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Literacy and Emergent Bilingual Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-OPD-138-30-510-000000-25F10 - \$5</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.</p>
Student Learning
<p>Problem Statement 2: TELPAS Composite Writing had over 70% scoring at Begining and Intermediate levels. Root Cause: Teachers need more opportunities to plan and develop the usage of writting rubrics in the classroom aligned with TEKS.</p>

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 34% to 45% 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 65% by May 2025.

Increase the percentage of Special Education students from 22% to 28% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Data

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of approved resources such as the Amplify Unit and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily

Strategy's Expected Result/Impact: An increase of students who meet or exceed projected growth on MAP Growth Reading in both English and Spanish

Staff Responsible for Monitoring: Leadership team and admin team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 3 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and staff will analyze and plan with the end in mind after reviewing and creating common exit tickets that are aligned to state standars and that are at the appropriate level of rigor.</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: Campus Instructional coach and leadership team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy, Math and Emergent Bilingual Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Materials - TITLE I (211) - 211-11-6329-04E-138-30-510-000000-25F10 - \$100, GT Materials - GT (199 PIC 21) - \$470, Reading Materials - SCE (199 PIC 24) - 199-11-6329-001-138-24-313-000000- - \$655, Supplies - SCE (199 PIC 24) - 199-11-6399-001-138-24-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Pk-5th grade students and teachers will prepare for Student led conferences by setting goals and tracking MAP Growth and other assessment (data) in folders and class trackers.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Teachers and Leadership team</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Literacy</p> <p>Delivery Method: In person</p> <p>Funding Sources: materials - posters (tracker and folders) - TITLE I (211) - 211-11-6399-04E-138-30-510-000000-25F10 - \$300, Reading Materials - SPED (199 PIC 23) - \$300, Extra duty - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-138-30-510-000000-25F10 - \$1,000, Incentives & Snacks - TITLE I (211) - 211-11-6499-04E-138-30-510-000000-25F10 - \$1,064</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hire a Title 1 Teacher assistant to support instruction practices.</p> <p>Intended Audience: k-2 students</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In person</p> <p>Funding Sources: Teacher Assistant - TITLE I (211) - 211-11-6129-04E-138-30-510-000000-25F10 - \$22,326</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Hire a cretifiec tutor to support instructional instruction. Intended Audience: K-5th grade students Provider / Presenter / Person Responsible: Ana Morales & Aracely Galvan Date(s) / Timeframe: Oct. 2024-April 2025 Collaborating Departments: n/a Delivery Method: In person Funding Sources: Pay for Tutor - TITLE I (211) - 211-11-6117-04E-138-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.</p> <p>Problem Statement 3: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). Root Cause: Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.</p>
Student Learning
<p>Problem Statement 2: TELPAS Composite Writing had over 70% scoring at Begining and Intermediate levels. Root Cause: Teachers need more opportunities to plan and develop the usage of writting rubrics in the classroom aligned with TEKS.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 69% to 72% by May 2025.
Increase the percentage of Economically Disadvantage from 64% to 70% by May 2025.

High Priority

Evaluation Data Sources: CLI

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level including student performance tasks, assignments, interventions and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score on Track on Circle.

Staff Responsible for Monitoring: Teachers and Admin team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop and implement a cycle of observation and feedback of math instructional aligned to Creative Curriculum. Intended Audience: Teachre and Teacher Assistant Provider / Presenter / Person Responsible: Admin and Campus Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Based on student data and teacher needs provide opportunities for Professional Development.</p> <p>Intended Audience: Teachers and Teacher assistants</p> <p>Provider / Presenter / Person Responsible: Admin team, Early Learning and Campus Instructional coach</p> <p>Date(s) / Timeframe: August 2024-2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Extra duty PD after hours - TITLE I (211) - 211-13-6116-OPD-138-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less) Root Cause: Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.</p>

Goal 2: Early Math

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

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

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

Strategy 1: Build teachers' capacity to disgregate data to plan supports for students.

Strategy's Expected Result/Impact: Increase student achievement in math.

Staff Responsible for Monitoring: Admin team and K teachers

Title I:

2.4, 2.5

- **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: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create action plans based on data and progress monitor the results. Intended Audience: Kinder team Provider / Presenter / Person Responsible: Campus Instructiona coach, AP Date(s) / Timeframe: September 2024 - April 2025 Collaborating Departments: Early childhood & Literacy Deptment Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less) **Root Cause:** Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 42% to 55% by May 2025.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 45% by May 2025.

High Priority

Evaluation Data Sources: MAP Data

Strategy 1: Develop the capacity of PK-5th grade teachers to implement FWISD Math Curriculum through targeted professional development in critical thinking, problem solving application and use district approved resources.

Strategy's Expected Result/Impact: Increase the percentage of Kinderf - 5th grade students who Meet or Exceed projected growth on MAP Growth.

Staff Responsible for Monitoring: Teacher and Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional leadership team and identifies math teachers will observe teachers with a proven record of success from different campuses in order to build capacity. Teachers will implement a minimum of 2-3 best practices observed as evidenced via walkthrough and lesson plans.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional leadership team and Campus Instructional Coach</p> <p>Date(s) / Timeframe: September 2024 - April 2025</p> <p>Collaborating Departments: Math Department and other Campuses</p> <p>Delivery Method: In person</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-0PD-138-30-510-000000-25F10 - \$1,000, Summer planning - TITLE I (211) - 211-13-6116-04E-138-30-510-000000-25F10 - \$1,000, Materials - TITLE I (211) - 211-11-6399-04E-138-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide supplemental support for identified students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers and Instructional Leadership Team</p> <p>Date(s) / Timeframe: September 2024-April2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Tutoring Math - TITLE I (211) - 211-11-6116-04E-138-30-510-000000-25F10 - \$3,000, Tutoring Math - TITLE I (211) - 211-11-6121-04E-138-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Instructional materials including resources intentionally designed to meet the needs of students receiving Special Education services for all contents will be purchased.</p> <p>Intended Audience: Teachers and Special Education students</p> <p>Provider / Presenter / Person Responsible: Teachers and Admin Team</p> <p>Date(s) / Timeframe: July 2024-May 2025</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Materials - SPED (199 PIC 23) - \$500, Materials - SPED (199 PIC 23) - \$2,000, Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-138-11-313-000000- - \$8,100</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Teachers and GT teachers will collaborate throughout the year in order to support students. General supplies and materials will be purchased in order to support GT students while in the classroom.</p> <p>Intended Audience: Teachers and GT students</p> <p>Provider / Presenter / Person Responsible: GT and Homeroom teachers</p> <p>Date(s) / Timeframe: July 2024-2025</p> <p>Collaborating Departments: Gifted and Talented Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Improve Tier 1 instruction using Eureka Math to focus on math fluency and concept attainment by utilizing DDI and WDM to increase student achievement and learning outcomes by developing systems to monitor and adjust during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of Kinderf - 5th grade students who Meet or Exceed projected growth on MAP Growth.

Staff Responsible for Monitoring: Teachers and Campus Instructional team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Leadership team will review lesson plans and provided feedback and lesson planning support for identified teachers.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide professional development on Eureka Affirm to collect data and using the data to drive instruction to fill in gaps as needed. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Instructional Coach & Math content coach Date(s) / Timeframe: August 2024-MAY 2025 Collaborating Departments: Math Department Delivery Method: IN person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Supplemental support to provide Tier 2 and Tier 3 for at risk students. Intended Audience: Students at risk Provider / Presenter / Person Responsible: Title 1 Teacher Assistant Date(s) / Timeframe: August 2024-2025 Collaborating Departments: Math Department Delivery Method: In person Funding Sources: Teacher Assistant - TITLE I (211) - 211-11-6129-04E-138-30-510-000000-25F10	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Instructional Materials including resources intentionally designated to meet the needs of Dual Language students for all contents will be purchased. Intended Audience: Teacher and Dual Language Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July 2024-2025 Collaborating Departments: Emergent Bilingual Dept. Delivery Method: In person Funding Sources: Supplies & Materials - BEA (199 PIC 25) - 199-11-6399-001-138-25-313-000000 - \$1,643, Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-138-99-313-000000 - \$9,700	Formative		Summative	
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less) **Root Cause:** Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.

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 Special Education students from 2.9% to 10% by May 2025.

High Priority

Evaluation Data Sources: STAAR and MAP data

Strategy 1: Align and leverage programs, resources and systems of support in order to support instructional and positive student outcomes.

Strategy's Expected Result/Impact: Alignment of strategies and effective use of all resources to increase students' achievement.

Staff Responsible for Monitoring: Campus Instructional coach and leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Demographics 1, 3 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use Core Lexia to grow student in fundamental skills in reading by using the data reports weekly to target small group instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional team and Leadership team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Literacy department & MTSS</p> <p>Delivery Method: In person</p> <p>Funding Sources: Incentives - TITLE I (211) - 211-11-6499-04E-138-30-510-000000-25F10 - \$2,000, IXL Program will be renewed - TITLE I (211) - 211-11-6329-04E-138-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Leadership team will monitor and provided feedback based computerized tools that will target Reading. Intended Audience: Leadership team Provider / Presenter / Person Responsible: Literacy department & Admin team Date(s) / Timeframe: on going Collaborating Departments: Literacy Department & EB Department Delivery Method: In person & electronically	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop and Maintain a data informed culture to make data decisions that lead to student gains.

Strategy's Expected Result/Impact: Teachers will intentionally share data with students, conference with them and plan lessons to address student needs and meet goals.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Demographics 1, 3 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development on conducting Students/teacher conferences and expectations of the frequency of conferences. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership team Date(s) / Timeframe: On going Collaborating Departments: Literacy Department Delivery Method: In person Funding Sources: Materials - SCE (199 PIC 24) - 199-11-6399-001-138-24-313-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: MAP BOY and MOY testing will be followed by data meetings during PLCs to identify individual students needs and set goal setting and tracking for each student.</p> <p>Intended Audience: Teacher and students</p> <p>Provider / Presenter / Person Responsible: Teacher and students</p> <p>Date(s) / Timeframe: September 2024 & January 2025</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Build teacher capacity to plan effective tier I instruction by using Data Driven Instruction Process during PLCs.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Purchase supplemental materials to enhance math learning for all students</p> <p>Intended Audience: 2nd- 5th grade students</p> <p>Provider / Presenter / Person Responsible: Admin team and teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Materials - SCE (199 PIC 24) - 199-11-6399-001-138-24-313-000000- - \$2,000, Supplies for Technology support - TITLE I (211) - 211-11-6396-04E-138-30-510-000000-25F10 - \$3,500</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 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.</p>

Demographics

Problem Statement 3: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). **Root Cause:** Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.

Student Learning

Problem Statement 2: TELPAS Composite Writing had over 70% scoring at Beginning and Intermediate levels. **Root Cause:** Teachers need more opportunities to plan and develop the usage of writing rubrics in the classroom aligned with TEKS.

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 26% to 35% by May 2025.
Increase the percentage of Soecial Education students from 0% to 5% by May 2025.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1: Planning by Instructional Leadrship team to align math instruction with Campus wide best practices.

Strategy's Expected Result/Impact: Alignment of instructional practices to increase teacher capacity.

Staff Responsible for Monitoring: Instructional team and Admin team.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Summer planning with Instructional Team to identify based on STAAR and MAP data areas of priority to target. Intended Audience: Instructinal Leadership team Provider / Presenter / Person Responsible: Campus Instructional team Date(s) / Timeframe: July-August 2024 Collaborating Departments: Math Department Delivery Method: In person Funding Sources: - TITLE I (211) - 211-13-6116-04E-138-30-510-000000-25F10 - \$2,000, - TITLE I (211) - 211-13-6399-04E-138-30-510-000000-25F10 - \$800	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct learning walks to identify areas of opportunity and areas of implementation to follow up with Campus Professional development.</p> <p>Intended Audience: Instructional Leadership team & Teachers</p> <p>Provider / Presenter / Person Responsible: Admin team, Campus Instructional team and Campus Instructional coach</p> <p>Date(s) / Timeframe: On going</p> <p>Collaborating Departments: Math Department and SPED Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-0PD-138-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less) Root Cause: Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.</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 20% to 15% by May 2025.

Decrease the number and percentage of Special Education Students from 25% to 20% by May 2025.

High Priority

Evaluation Data Sources: Focus Data

Strategy 1: Leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, and increase parent/school engagement.

Strategy's Expected Result/Impact: Increase campus engagement to reduce at risk behaviors

Staff Responsible for Monitoring: All staff

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:

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

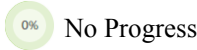
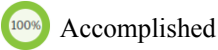
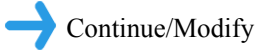
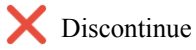
- ESF Levers:

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

Problem Statements: Demographics 1, 3 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a system to incentives for attendance and creating an enviornment that motivates student to come to school. Intended Audience: Staff and students Provider / Presenter / Person Responsible: Leadership team and teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS & SPED Delivery Method: In person Funding Sources: Incentives - TITLE I (211) - 211-11-6499-04E-138-30-510-000000-25F10 - \$1,304, Family Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-138-30-510-000000-25F10 - \$1,070	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide family nights/events to increase parents knowledge in academics and provide tools to make the educational journey seamless.</p> <p>Intended Audience: parents & students</p> <p>Provider / Presenter / Person Responsible: Ana Morales and Britney Cobos (FES)</p> <p>Date(s) / Timeframe: Aug. 2024-May 2025</p> <p>Collaborating Departments: Science, Literacy & Math</p> <p>Delivery Method: In person</p> <p>Funding Sources: Pay Fee for Museum Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-138-30-510-000000-25F10 - \$800, Literacy Night & Math Night Teachers - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-138-30-510-000000-25F10 - \$300, Literacy Night & Math Night Staff - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-138-30-510-000000-25F10 - \$200, Snacks for Literacy & math Night - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-138-30-510-000000-25F10 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.</p>
<p>Problem Statement 3: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). Root Cause: Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.</p>
Student Learning
<p>Problem Statement 1: STAAR Math has low % of students at Meets level (30% or less) Root Cause: Systems to analyze data, examine student work, and determine next action steps to teach at the level of the standard were not consistently implemented.</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 0 to 0 by May 2025.

Evaluation Data Sources: Focus and Branching Minds

Strategy 1: Cultivate a safe supportive and equitable learning environment where student have a growth MIndset.

Strategy's Expected Result/Impact: Students will be able to be well rounded students that can positively impact their environment

Staff Responsible for Monitoring: Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Meet by weekly in house system to celebrate accomplishments and work on services projects. Intended Audience: Students and teachers Provider / Presenter / Person Responsible: Teachers & Campus Leadership team Date(s) / Timeframe: August 2024-2025 Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide Professional Development on Restorative Practices to build teacher Capacity. Intended Audience: Teachers Provider / Presenter / Person Responsible: Restorative Practices Staff, staff and Leadership team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Restorative Practices Staff Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Special Education population (67 students) performance on MAP Reading Percentage meets projection Growth from 22-23 compared to 23-24 MAP Data reflects a 25% decline. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers and special education team implement effective strategies to ensure the social and academic needs of our Special Education students.

Problem Statement 3: K-5th grade Hispanic population (189 students) had a slight growth from 34.4 (BOY) to 34.6 (MOY) on meeting grade level norms on MAP Growth (English). **Root Cause:** Quality professional development was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned using state standards.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom teacher 4	Marina Ponce	Teacher
Teacher	Jennifer Talley	Teacher
District-level Professional	Stephanie Aceves	STEM mobile Lab Teacher
Parent 1	Erica Trejo	Parent
Classroom Teacher 1	Holley Montes	Teacher
Classroom Teacher 3	Athena Leal	Teacher
Non-classroom Professional	Britney Cobos	FES
Business Representative 1	Irma Henrnadez	Business Rep
Classroom Teacher 2	Valerie Flores	Dyslexia Teacher
Administrator	Drew Lowen	AP
Administrator	Ana Morales	Principal

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Subs	Subs for professional development	211-11-6112-0PD-138-30-510-000000-25F10	\$597.00
1	1	1	1	Library books	Reading materials for library use	211-12-6329-04E-138-30-510-000000-25F10	\$65.00
1	1	1	3	Professional Development materials	Supplies and materials for professional development	211-13-6399-04E-138-30-510-000000-25F10	\$500.00
1	1	2	1	Supplies	Supplies and materials for instructional use	211-11-6399-04E-138-30-510-000000-25F10	\$1,000.00
1	1	2	2	Materilas	Reading materials for professional development	211-13-6329-04E-138-30-510-000000-25F10	\$800.00
1	1	2	2	PD	Extra duty pay for PD after hours	211-13-6116-0PD-138-30-510-000000-25F10	\$1,500.00
1	2	1	2	Summer Planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-138-30-510-000000-25F10	\$2,015.00
1	2	1	2	Subs	Subs for professional development	211-11-6112-0PD-138-30-510-000000-25F10	\$3,015.00
1	2	1	2	Tutoring Teacher Assitants	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-138-30-510-000000-25F10	\$2,000.00
1	2	1	2	Afterschool PD	Extra duty pay for PD after hours	211-13-6116-0PD-138-30-510-000000-25F10	\$1,008.00
1	2	1	2	Tutoring Staff	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-138-30-510-000000-25F10	\$4,000.00
1	2	1	3	Subs	Subs for professional development	211-11-6112-0PD-138-30-510-000000-25F10	\$5.00
1	3	1	1	Materials	Reading materials & Software for classroom use	211-11-6329-04E-138-30-510-000000-25F10	\$100.00

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	materials - posters (tracker and folders)	Supplies and materials for instructional use	211-11-6399-04E-138-30-510-000000-25F10	\$300.00
1	3	1	2	Incentives & Snacks	Snacks or incentives for students	211-11-6499-04E-138-30-510-000000-25F10	\$1,064.00
1	3	1	3	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-138-30-510-000000-25F10	\$22,326.00
1	3	1	4	Pay for Tutor	Tutors with degree or certified	211-11-6117-04E-138-30-510-000000-25F10	\$3,000.00
2	1	1	2	Extra duty PD after hours	Extra duty pay for PD after hours	211-13-6116-0PD-138-30-510-000000-25F10	\$1,000.00
2	3	1	1	Subs	Subs for professional development	211-11-6112-0PD-138-30-510-000000-25F10	\$1,000.00
2	3	1	1	Summer planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-138-30-510-000000-25F10	\$1,000.00
2	3	1	1	Materials	Supplies and materials for instructional use	211-11-6399-04E-138-30-510-000000-25F10	\$2,000.00
2	3	1	2	Tutoring Math	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-138-30-510-000000-25F10	\$2,000.00
2	3	1	2	Tutoring Math	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-138-30-510-000000-25F10	\$3,000.00
2	3	2	3	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-138-30-510-000000-25F10	\$0.00
3	1	1	1	Incentives	Snacks or incentives for students	211-11-6499-04E-138-30-510-000000-25F10	\$2,000.00
3	1	1	1	IXL Program will be renewed	Reading materials & Software for classroom use	211-11-6329-04E-138-30-510-000000-25F10	\$6,000.00
3	1	2	4	Supplies for Tevhnology support	Technology for instructional use	211-11-6396-04E-138-30-510-000000-25F10	\$3,500.00
3	2	1	1		Extra duty for summer planning (off contract days)	211-13-6116-04E-138-30-510-000000-25F10	\$2,000.00
3	2	1	1		Supplies and materials for professional development	211-13-6399-04E-138-30-510-000000-25F10	\$800.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Subs	Subs for professional development	211-11-6112-0PD-138-30-510-000000-25F10	\$2,000.00
4	1	1	1	Incentives	Snacks or incentives for students	211-11-6499-04E-138-30-510-000000-25F10	\$1,304.00
Sub-Total							\$70,899.00
Budgeted Fund Source Amount							\$77,004.00
+/- Difference							\$6,105.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Extra duty	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-138-30-510-000000-25F10	\$1,000.00
4	1	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-138-30-510-000000-25F10	\$1,070.00
4	1	1	2	Literacy Night & Math Night Staff	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-138-30-510-000000-25F10	\$200.00
4	1	1	2	Literacy Night & Math Night Teachers	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-138-30-510-000000-25F10	\$300.00
4	1	1	2	Snacks for Literacy & math Night	Snacks for parents to promote participation	211-61-6499-04L-138-30-510-000000-25F10	\$300.00
4	1	1	2	Pay Fee for Museum Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-138-30-510-000000-25F10	\$800.00
Sub-Total							\$3,670.00
Budgeted Fund Source Amount							\$2,070.00
+/- Difference							-\$1,600.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-138-11-313-000000-	\$8,100.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$8,100.00
Budgeted Fund Source Amount							\$8,100.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	GT Materials	GENERAL SUPPLIES		\$470.00
Sub-Total							\$470.00
Budgeted Fund Source Amount							\$470.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	subs	SUBS - PROFESSIONAL		\$500.00
1	2	1	2	Supplies	GENERAL SUPPLIES		\$3,366.00
1	3	1	2	Reading Materials	OTHER READING MATERIALS		\$300.00
2	3	1	3	Materials	GENERAL SUPPLIES		\$2,000.00
2	3	1	3	Materials	INSTRUCTIONAL MATERIALS		\$500.00
Sub-Total							\$6,666.00
Budgeted Fund Source Amount							\$6,666.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Reading Materials	Reading materials for classroom use	199-11-6329-001-138-24-313-000000-	\$655.00
1	3	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-138-24-313-000000-	\$1,000.00
3	1	2	1	Materials	Supplies and materials for instructional use	199-11-6399-001-138-24-313-000000-	\$2,000.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	4	Materials	Supplies and materials for instructional use	199-11-6399-001-138-24-313-000000-	\$2,000.00
Sub-Total							\$5,655.00
Budgeted Fund Source Amount							\$5,655.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	4	Supplies & Materials	Supplies and materials - instruction	199-11-6399-001-138-25-313-000000	\$1,643.00
Sub-Total							\$1,643.00
Budgeted Fund Source Amount							\$1,643.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	4	Supplies and Materials	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-138-99-313-000000-	\$9,700.00
Sub-Total							\$9,700.00
Budgeted Fund Source Amount							\$9,700.00
+/- Difference							\$0.00
Grand Total Budgeted							\$111,308.00
Grand Total Spent							\$106,803.00
+/- Difference							\$4,505.00

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