Aledo Independent School District

Walsh Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Ensuring High Levels of Learning for All Students

Show Greatness

Share Greatness

Grow Greatness

Vision

Aledo ISD Vision Statement:

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our 8th year as a community school, educating all students in our zoned area. Our current population at Walsh is 548 students with 51% female and 49% male.

The current breakdown of student ethnicity is as follows: African American 1%, Caucasian 72%, and 16% Hispanic, and all other categories 11%. The percentage of students receiving special education services is 13%, our students receiving 504 services is at 6%, and our students receiving ESL services is 2% of our overall student population. Additionally, we have 11% of our students currently receiving Gifted and Talented (GT) services. Walsh is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist, one full-time librarian, 30 full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, 5 full-time special education instructors, and 5 instructional aides.

It is our annual process at Walsh to gather data from a variety of sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

Demographics Strengths

- Walsh is currently comprised of a faculty that is 100% highly qualified.

- 93% of our current staff are ESL certified with a strategic plan for 100% to be certified by the end of the 2024-25 school year.

- Walsh faculty continues to focus on building the professional learning community of the campus and district to support student learning.

- Walsh culture and climate is rooted in collaboration, transparency for the purpose of growth, communication, and professionalism.

- Walsh staff and students have strategically developed "Welcome to Walsh" processes to ensure new families and students who arrive, either new to the community or mid-year, to feel connected to the campus.

Student Achievement

Student Achievement Summary

Walsh Elementary believes that achievement, growth, and success for all students is the main priority.

As reported through the Texas Education Agency, Walsh Elementary earned an overall student achievement score of an A on the accountability rating summary resulting from our end of year STAAR data. Performance in the 2021-22 school year resulted in distinction designations in the areas of Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Students have the regular opportunity to collaborate, think critically, exhibit creativity and demonstrate communication skills through meaningful work which connects to real-world application. Growth for students is monitored through purposeful instruction as well as, specific and targeted intervention and extension opportunities based on individual student needs. During WIN (What I Need) time, teachers and staff collaborate to provide targeted instruction to both strengthen and extend skills. Students may work with a variety of staff during WIN time in order to match student need with targeted instructional groups, while also building the community of learners across grade levels, content areas, and learning styles. Our Response to Intervention process allows for the identification and targeted intervention of students for whom Tier I and Tier II instruction is insufficient. While the RTI processes are in place, the campus continues to work in conjunction with the district to refine and strengthen this process to ensure its effectiveness for student outcomes.

Our data below demonstrates a continued need to ensure rigorous instructional practices coupled with an embedded, transdisciplinary approach to literacy instruction. In addition to the focus on the district problem of practice, we will continue to focus on both student growth and achievement through collaborative planning and research-based instructional practices. While within close range of the district, we have opportunities for improvement, particularly in the area of literacy across all grade levels.

Student Achievement Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, is used to measure individual and collective progress with meaningful learning experiences are planned for during this time.

- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement.

- Assessment data, both formative and summative, is used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum, and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when disparities are noticed across classes.

- Instructional supports are in place that are designed to help supplement and/or extend learning; including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, and digital curriculum-based programs.

- Instructional resources and models such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group are used to enhance achievement.

- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning. Additions such as digital choice boards, individualized and must-do/may-do options are developed with embedded

accountability tools by classrooms and non-classroom staff for all learners.

- Writing across content areas, through the initiation of Thinking Maps framework, occurs in grades K-5.

- Specific student intervention and extension time (WIN - What I Need) in the master schedule allows for campuswide addressing of student needs.
- Title 2 funds will be used to provide additional professional learning for Walsh staff. The total amount of allocated Title 2 funds is $6585.
- Title 3 funds will be used to provide continual support for English learners in the following ways: $19,880 - supplies and tutoring (district wide)
- Title 4 funds of $11,833 is available for district training.

Needs:

- Increase of student-led goal-setting and regular data discussion and reflection that include all students to support the goal setting processes already actively in place.
- Increase the understanding of critical writing at high levels across content areas and grade levels.
- Increased focus on higher level questioning and student created higher level questions over content in lessons.
- Focus on differentiated lesson planning and delivery of meaningful work tasks that support the learning styles of all students.

District Culture and Climate

District Culture and Climate Summary

As a campus with great growth and change occurring since its opening, Walsh has worked towards developing strong relationships among staff, students, and families as the foundation. With changing administration, staff, and student numbers, it has been a challenge to build a cohesive and solid culture in which all feel informed and involved. To build upon this identified challenge, the adoption of Capturing Kids' Hearts (CKH) and strategic student leadership opportunities have been a continued process. Through the adoption of CKH strategies and P2 curriculum, teachers are able to "create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior."

Walsh has developed a student recognition process to ensure student are recognized with a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Walsh Live Broadcast Club, Student Council, and Student Ambassadors.

- The Walsh staff is 100% highly qualified and have developed essential agreements and commitments to maintaining a positive culture of high expectations.

- Walsh has determined Instructional Team Leads and established a Guiding Coalition to provide feedback regarding the campus direction, needs and challenges, and to serve as guides in the decision making allowing for a variety of perspectives.

- Campus surveys and parent input is sought out for a variety of topics, focus areas, and initiatives as it pertains to the campus functioning at high levels. Time for reflection is provided, trends are analyzed, and adjustments are made as needed.

 For staff:

All staff are required to complete the annual child abuse training: Identification and Intervention training course in order to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Parents are also invited to participate and become members of various campus and district committees such as: SHAC, Campus Improvement Team, and District Improvement

Teams, to name a few. Our goal at Walsh is to partner with our community and our families, in support of the growth of our students.

District Culture and Climate Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students.

- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input.

- Capturing Kids Hearts components have been embedded in the campus expectations, in conjunction with P2, for building relationships and management components.

- Our campus improvement process, and Instructional Team Leads, and Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.

- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture

- All newly hired teachers are in need of the initial PLC training

- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in operating at high levels within the PLC rubrics resulting in high levels of learning for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently Walsh Elementary has 30 teaching staff members, all of which are highly qualified, and 5 paraprofessional teaching staff. This is also coupled with those staff who do not serve in homeroom classrooms but function in support of all students. This includes, but is not limited to, all office staff, the campus librarian, dyslexia, and GT teachers which are shared among campuses and campus level specialists. Of our 30 professional staff, are new to Aledo ISD, 1 of which is new to the teaching profession as a first year teacher.

We receive Title 1 and 2 allotments. In addition, the district receives Title 3 and Title 4 funds which are used to support other professional development such as Professional Learning Community with Solution Tree and vetted professional learning opportunities to support subject-specific learning.

Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the District mission and vision.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators and special education staff. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, Special Education training, and Technology training are provided by district personnel in alignment with state and local mandates. Trainings are also made available in these areas through the district portal and through virtual webinars housed within the Special Education handbook.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunity to participate in new teacher training and are partnered with a teaching mentor through out the course of a full school year. This involves district and teacher determined professional learning topics and opportunities to visit other campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations, and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified.

- Professional learning is provided via campus and district initiatives to support student success.

- Teacher of the month is nominated, voted on, and recognized by peers.

- Instructional Specialists and Interventionist provide support and coaching opportunities to teachers regularly.

- New teacher candidates are interviewed by a teacher committee, rubric normed and scored, and present a model lesson to the committee as part of the interview process.

- New to the district staff will have the opportunity to attend the PLC conference or PLC training during New Teacher Training prior to the school year starting, to ensure alignment of district and campus expectations.

- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.

- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular planning time with their teams.

- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.

- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate of trust, respect and high expectations developed over time working with one another

- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

- Additional accountability systems and specific feedback for instructional implementations

- Connections across campuses to learn from others in the same grade level/content areas to broaden Walsh's professional learning community

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a result of consistent data trends, the following areas were identified as our district focus areas for the 2024-2025 school year:

- Ensuring a years worth of academic progress for all students
- Increasing instructional planning and implementation in critical writing across all content areas

The above areas are both in alignment with the district improvement plan and also connect to the campus problem of practice.

Problem of Practice: After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the consistent implementation of a structured and engaging learner environment.

Theory of Action:

- Campus wide behavioral matrix and expectations - Student informed | Guiding coalition led

- Workshop model for K-5

- Community and Campus Connection Opportunities - Community connection committee and PTO partnership

Curriculum, Instruction, and Assessment Strengths

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and work to implement them with fidelity
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond, and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Staff support one another in determining the most successful, district vetted resources to support their students' instructional needs

Needs:

- Ongoing professional development focused on Tier 1 literacy-based instructional practices and strategies associated with tasks high in rigor and engagement for all students
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research-based intervention system for struggling learners and consistent enrichment opportunities for students meeting or above mastery
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN
- Strategic refinements to the campus RTI process in identifying and monitoring the progress of identified students

Family and Community Engagement

Family and Community Engagement Summary

Walsh Elementary is surrounded by parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success. The campus is working to maintain and build upon these connections which have been previously limited due to a variety of factors. Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, blackboard updates and notifications that are Walsh specific, the Walsh Elementary social media pages and the PTO communication forums.

Family and Community Engagement Strengths

- Active PTO working to widen the scope of involvement
- StuCo - over 85 student members
- Parent Representatives on SHAC, AGC, DWEIC, and Campus Improvement Committee
- Meet the Teacher
- KinderKamp
- Curriculum Experience Night
- Fall Family Movie Night
- Grandparents and Grownups Event
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Field trips with high levels of parental support
- Student Ambassadors

NEEDS:

- A wide variety of opportunities for parent involvement and the leading of committees for multiple campus events

District Organization

District Organization Summary

Walsh will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

District Organization Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Needs:

- Implementation of School-Wide Expectations and Positive Behavior System - this has systematically been implemented during August of 2022 and is continuing to be reinforced throughout the school year but will continue to be refined and adjusted as feedback and data determine.

Technology

Technology Summary

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. The district has worked to support the campus in developing 1 to 1 technology supports. Throughout the building, technology is available for teacher and student use, including interactive boards for all to use in shared locations. Our staff is trained in Blended Learning and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology professional learning and support is provided in an on-going process.

The librarian/media specialist works to present students with tech based applications which are coupled with literacy needs and interest.

Our GT teacher works to support students inside and outside of their GT pull-out settings by introducing new tech-based opportunities that are easily translated in to the classroom setting.

Technology Strengths

Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)

- Professional learning provided regularly including teacher tech tips

- Teachers integrate technology into instruction on a daily basis

Needs:

- Increased professional learning for teachers to support in developing meaningful work opportunities for students with embedded technology applications.
- Replacement of technology that has become worn and non-functional

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Walsh Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

    Evaluation Data Sources: Data from Daily Impact Walks

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson daily.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Instructional Coach Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**
	Considerable	Accomplished	Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing daily in RLA classes and weekly in Math.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Instructional Coach Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**
	Considerable	Considerable	Considerable	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Walsh Elementary will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.

    Evaluation Data Sources: Daily Impact Walks

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize Frequent Small Group Purposeful Talk daily to support Academic Discussion in their classrooms.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers Instructional Coach Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		Considerable	Considerable	Accomplished	
	◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 90% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

    Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details				Reviews			

Strategy 1: Teachers will track student proficiency on essential standards and utilize data in a timely manner to design interventions and extensions.
    Staff Responsible for Monitoring: Teachers
Instructional Coach
Administrators
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
				Formative			**Summative**

				Dec	Feb	Apr	June
				Considerable	Considerable	Accomplished	
	No Progress		Accomplished		Continue/Modify		Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 90% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

    Evaluation Data Sources: Ratings on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Teachers meet weekly in their collaborative teams, utilizing PLC processes to focus on student learning and progress.
Team Leaders develop meeting agendas and lead the collaborative process to ensure that the focus is on student achievement.
The Four Critical Questions guide Collaborative Teams' work during meetings and focus their work on student achievement.
 	
    Staff Responsible for Monitoring: Teachers
Instructional Coach
Administrators
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	Some Progress	Considerable	Accomplished	
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 90% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Sources: Ratings on the PLC at Work Continuum: Focusing on Results

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers work together to design common formative assessments, consistently analyze data, and group students based on data. There is a system in place to track progress of interventions and extensions, which is fluid and based on evidence of need. **Staff Responsible for Monitoring:** Teachers Instructional Coach Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	Some Progress	Accomplished	Accomplished	

      ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: Walsh Elementary will maintain an attendance rate of 95% or higher in the 2024-2025 school year.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Walsh Elementary will promote high attendance rates by:	**Formative**			**Summative**
-educating parents and the community on the positive impacts of good attendance through Attendance Week. -celebrating grade levels with the highest attendance each quarter.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers PEIMS Clerk Administrators **ESF Levers:** Lever 3: Positive School Culture	Considerable	Considerable	Considerable	
	No Progress Accomplished ➡ Continue/Modify ✖ Discontinue			

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	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Cordinator; Direcotr of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024