Keller Independent School District

Whitley Road Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 22, 2026 at 01:35 PM

Mission Statement

Whitley Road is the exemplary STEAM campus in Keller ISD with staff and students who demonstrate problem solving, creativity, and life long learning.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

School Motto

At Whitley Road we love kids, work hard, and never stop dreaming.

Value Statement

We Value:

Care for our teachers because the impact of their work prepares students for their future.
Passionate teaching dedicated to content and craft that inspires others.
Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
Exploration and the pursuit of one's passion that leads to personal growth.
Communication and collaboration that strengthens our unity.
Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

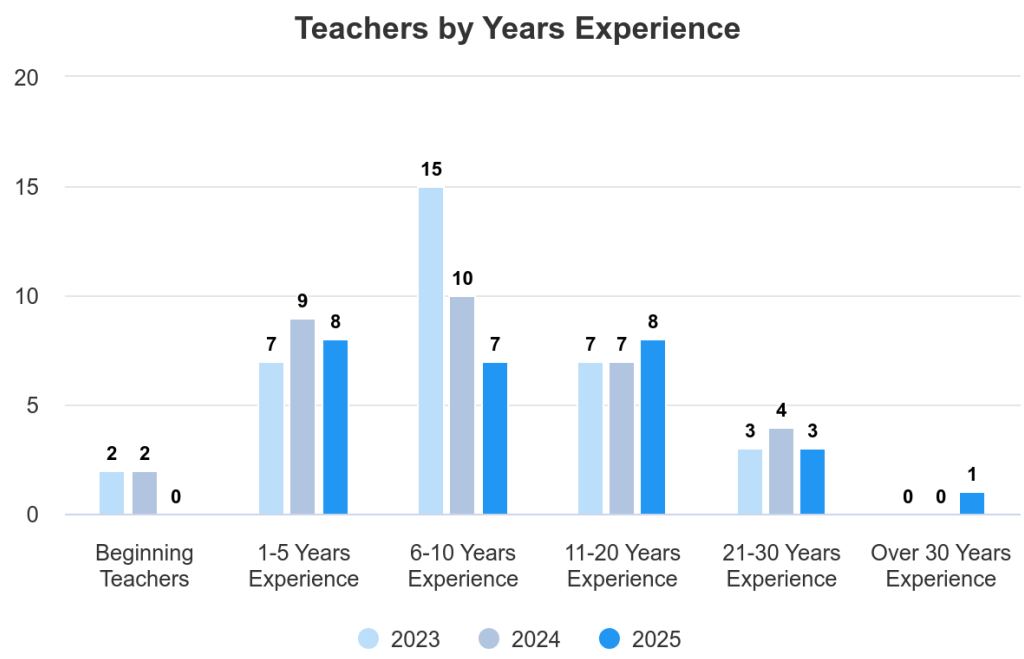
Summary

School Population	Count	Percent
Student Total	**379**	**100%**
Early Education Grade	15	3.96%
Pre-Kindergarten Grade	52	13.72%
Kindergarten Grade	70	18.47%
1st Grade	52	13.72%
2nd Grade	58	15.30%
3rd Grade	67	17.68%
4th Grade	65	17.15%

Student Demographics	Count	Percent
Gender		
Female	173	45.65%
Male	206	54.35%
Ethnicity		
Hispanic-Latino	115	30.34%
Race		
American Indian - Alaskan Native	1	0.26%
Asian	18	4.75%
Black - African American	45	11.87%
Native Hawaiian - Pacific Islander	9	2.37%
White	164	43.27%
Two-or-More	27	7.12%

Student Programs	Count	Percent
Dyslexia	30	7.92%
Full-Time Hybrid/Virtual Program	0	0.00%
Gifted and Talented	13	3.43%
MS Advanced Math Participation	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	10	2.64%
Special Education (SPED)	116	30.61%
Emergent Bilingual		
Emergent Bilingual (EB)	39	10.29%
Bilingual	0	0.00%
English as a Second Language (ESL)	24	6.33%
Alternative Methods for Bilingual Education	2	0.53%
Alternative Methods for ESL	7	1.85%
Title I Part A		
Schoolwide Program	379	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Staff Information	Count	Percent
Administrative Support	12	21.82%
Teacher	31	56.36%
Educational Aide	12	21.82%
Auxiliary	0	0.00%



Strengths

- Whitley Road Elementary serves a diverse student population, with 53.3% of students representing racial and ethnic groups other than White.
- Our campus provides specialized instructional services, with ~22% of teaching positions dedicated to special education,
- Our campus has strong teacher continuity within Keller ISD, with teachers averaging 8.2 years of district experience

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Whitley Road Elementary serves a high percentage of students requiring specialized academic, behavioral, and social-emotional support, creating an increased need for differentiated instruction and individualized services.	With 30% of students receiving special education services, the campus serves a diverse range of learning needs that require specialized staffing, targeted interventions, and ongoing collaboration to ensure students receive appropriate support.

★ = Priority

Student Learning

Summary

Fall 2025–Spring 2026 MAP Growth

Percentage of students who met or exceeded their end-of-year MAP growth projections:

Grade Level	Reading	Math
Kindergarten	47%	44%
First Grade	30%	62%
Second Grade	33%	42%
Third Grade	51%	62%
Fourth Grade	39%	51%

Campus Growth Summary:

Growth results varied across grade levels. Third grade demonstrated the highest reading growth attainment at 51%, while first grade demonstrated the lowest at 30%. First and third grades demonstrated the highest math growth attainment at 62%, while second grade demonstrated the lowest at 42%.

Spring 2026 MAP Achievement

Percentage of students with an end-of-year RIT score in the Average to Above Average range (40th percentile or higher):

Grade Level	Reading	Math
Kindergarten	49%	63%
First Grade	51%	67%
Second Grade	54%	72%
Third Grade	75%	75%
Fourth Grade	63%	73%
Campus-Wide	**59%**	**70%**

Campus Achievement Summary:

Campus-wide, 70% of students performed at or above the 40th percentile in mathematics and 59% in reading on the Spring 2026 MAP Growth assessment. In 2024–2025, 72% of students performed at or above the 40th percentile in mathematics and 66% in reading.

Third grade demonstrated the highest achievement in both reading and mathematics, with 75% of students performing at or above the 40th percentile in each subject. Kindergarten demonstrated the lowest achievement in both reading (49%) and mathematics (63%). Mathematics achievement exceeded reading achievement in four of the five grade levels.

Overall, the results indicate a continued need to prioritize early literacy development, strengthen differentiated instruction, and provide targeted interventions to improve academic achievement and growth across grade levels.

Student Attendance

2025–2026 Attendance Baseline Data

- Total Student Enrollment: 364 students
- Chronically Absent Students (missing 10% or more of instructional days): 122 students

- Chronic Absenteeism Rate: 33.7%

2026–2027 Current Enrollment

- Total Student Enrollment: 302 students

Attendance Summary

During the 2025–2026 school year, 33.7% of students at Whitley Road Elementary were identified as chronically absent, missing 10% or more of instructional days. This represents 122 students and highlights the need for intentional strategies to improve daily attendance and reduce chronic absenteeism.

For the 2026–2027 school year, Whitley Road Elementary is prioritizing student attendance through positive reinforcement, family engagement, and the development of a strong campus culture. Attendance initiatives include STEAM attendance boards, Punctual Pendant recognition, random attendance reward days, and weekly Friday assemblies celebrating student attendance and achievement.

Campus leadership will monitor attendance data daily, weekly, and monthly to identify attendance trends, recognize improvements, and provide targeted interventions for students demonstrating patterns of excessive absences. Consistent communication with families will emphasize the connection between regular school attendance, academic achievement, and student success.

Strengths

- Campus-wide, 70% of students performed at or above the 40th percentile in mathematics on the Spring 2026 MAP Growth assessment.
- Third grade demonstrated strong academic achievement, with 75% of students performing at or above the 40th percentile in both reading and mathematics.
- Mathematics achievement was consistently higher than reading achievement in four of the five grade levels.
- First and third grades demonstrated the highest mathematics growth attainment, with 62% of students meeting or exceeding their projected growth.
- Third grade demonstrated the highest reading growth attainment, with 51% of students meeting or exceeding their projected growth.
- The campus has established attendance monitoring and positive recognition initiatives, including STEAM attendance boards, Punctual Pendant awards, and weekly celebrations, to encourage consistent student attendance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement and academic growth remain inconsistent across grade levels, with only 59% of students performing at or above the 40th percentile in reading and 70% in mathematics. Additionally, chronic absenteeism impacts access to consistent instruction.	Inconsistent mastery of foundational skills, varying instructional and intervention needs, and high rates of chronic absenteeism may contribute to gaps in student achievement and academic growth.
2 ★	Student reading achievement remains below desired levels, with only 59% of students performing at or above the 40th percentile on the Spring 2026 MAP assessment, a decrease of 7 percentage points from the previous year.	Gaps in foundational literacy skills and inconsistent implementation of targeted, data-driven interventions may be contributing to lower reading achievement across grade levels.

★ = Priority

School Processes & Programs

Summary

Collaborative Planning and Professional Learning Communities (PLCs): Teachers engage in weekly grade-level collaborative planning and PLCs focused on instructional alignment, student achievement, data analysis, and professional development. Extended planning opportunities allow teachers to prioritize high-leverage standards, develop aligned assessments, analyze student work, and plan differentiated instruction based on student needs. A PLC Template with 6 Guiding questions, and time spent identifying and internalizing the priority TEKS for the grade level is followed each week

Multi-Tiered Systems of Support (MTSS): MAP Growth assessments are administered at the beginning, middle, and end of the year to monitor student achievement and growth in reading and mathematics. Students demonstrating academic or behavioral concerns are referred to the Student Intervention Team (SIT) for targeted support. Classroom teachers, interventionists, and specialists collaborate to implement interventions, monitor progress, and adjust instructional supports based on student needs. Student progress is reviewed regularly (~3-6 Weeks) to determine the effectiveness of interventions and modify supports as needed.

Positive Behavioral Interventions and Supports (PBIS): Whitley Road Elementary implements school wide expectations to promote positive student behavior and a supportive learning environment. Common campus reals establish consistent behavioral expectations, while the district and campus behavior matrix guides staff in distinguishing classroom-managed and office-managed behaviors. Positive reinforcement systems including weekly Golden Goose recognition, character trait review, and and a common mission and vision statement celebrate students demonstrating positive character and behavior.

Campus Rules:

1. Do what your teacher says the first time.

2. Build others up, Always

Campus Mission & Vision Statment:

Whitley Road is the exemplary STEAM campus in Keller ISD with staff and students who demonstrate problem solving, creativity, and life long learning.

At Whitley Road we love kids, work hard, and never stop dreaming.

Counseling and Social-Emotional Support: The campus counselor provides classroom guidance lessons, targeted small-group counseling, and individual student support. A schoolwide reset process provides students with opportunities to practice emotional regulation and develop appropriate coping strategies. Counseling services support students' social-emotional development, behavioral needs, and overall school success.

Data-Driven Instruction: Teachers and campus leadership regularly analyze assessment data, including MAP Growth, classroom assessments, and intervention progress-monitoring measures, to identify learning gaps, plan instructional adjustments, and evaluate student progress. Data discussions during PLCs and SIT meetings support timely instructional decisions and intervention planning.

Strengths

- Weekly PLCs follow a consistent structure with six guiding questions and an emphasis on internalizing priority TEKS and aligning instruction.
- Extended collaborative planning opportunities allow teachers to analyze student data and develop targeted instructional plans.
- A structured MTSS process provides timely identification, intervention, and progress monitoring for students requiring additional support.

- Consistent campus rules, behavior expectations, and Golden Goose recognition promote a positive school culture.
- Campuswide mission and vision statements establish shared expectations and a commitment to STEAM, creativity, and lifelong learning.
- Counseling services and schoolwide emotional regulation strategies support students' social-emotional and behavioral development.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student achievement and academic growth remain inconsistent across grade levels and classrooms, indicating a need for greater consistency in instructional practices and implementation of high-quality, standards-aligned instruction.	Inconsistent implementation of priority TEKS, differentiated instruction, and data-driven instructional adjustments has contributed to variability in student achievement and growth across classrooms.

★ = Priority

Perceptions

Summary

2025–2026 Teacher Perception Survey

Staff members provided feedback regarding school climate, student safety, family engagement, community partnerships, student behavior, and campus support systems.

Staff identified the following positive campus practices:

- Students generally feel safe, supported, and connected to their school community.
- Family engagement opportunities include STEAM Nights, Title I events, parent conferences, classroom walkthroughs, and school performances.
- Teachers value the relationships established with students and families and the welcoming environment created through these connections.
- Campus and community partnerships provide additional resources, including clothing, food, school supplies, and academic support.
- Schoolwide behavioral expectations, behavior matrices, counseling services, and student intervention processes provide structures for addressing student needs.
- Communication tools, translation services, and bilingual staff help support families with diverse linguistic backgrounds.

Family Engagement and Title I Events

Whitley Road Elementary provides opportunities for families to engage in their children's education through academic family nights, STEAM experiences, parent involvement activities, and campuswide events. These opportunities promote meaningful school-home partnerships and encourage families to participate in their students' learning.

2025–2026 Family Engagement Participation

Family Engagement Event	Number of Families	Number of Staff
Spooky STEAM Night	111 families	26 Staff
Fall in Live with Reading & Writing	55 Families	26 Staff
Title 1 Night &	50 families	22 Staff
A Day in the Life – Parent Walkthroughs	Approximately 50 across two events	

Campus Communication

Whitley Road Elementary maintains consistent communication with families through campus newsletters, teacher communication, district messaging platforms, and schoolwide announcements. Campus newsletters provide families with important updates, upcoming events, academic information, and opportunities for involvement.

Strengths

- Staff report that students generally feel safe, supported, and connected to their school community.
- The campus recorded significant family participation instances across three academic family engagement events, demonstrating opportunities for meaningful school-home partnerships.
- Approximately 50 parents participated in two *A Day in the Life* events, strengthening family understanding of classroom instruction.

- Strong community partnerships and campus support systems provide resources to meet students' academic, social-emotional, and basic needs.
- Consistent campus communication and multiple opportunities for family involvement support positive relationships between school and home.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Family participation and engagement opportunities vary across campus activities, limiting consistent involvement in the school community.	Inconsistent communication and promotion of campus events, along with limited opportunities for flexible family participation, may contribute to varying levels of engagement.
2 ★	Inconsistent implementation of campus wide behavior expectations and student support procedures, impacting perceptions of school climate and staff support.	Varying levels of implementation and communication have contributed to inconsistent understanding and application of behavior expectations across classrooms.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student reading achievement remains below desired levels, with only 59% of students performing at or above the 40th percentile on the Spring 2026 MAP assessment, a decrease of 7 percentage points from the previous year.	Gaps in foundational literacy skills and inconsistent implementation of targeted, data-driven interventions may be contributing to lower reading achievement across grade levels.
2 ★	Student achievement and academic growth remain inconsistent across grade levels and classrooms, indicating a need for greater consistency in instructional practices and implementation of high-quality, standards-aligned instruction.	Inconsistent implementation of priority TEKS, differentiated instruction, and data-driven instructional adjustments has contributed to variability in student achievement and growth across classrooms.
3 ★	Student achievement and academic growth remain inconsistent across grade levels, with only 59% of students performing at or above the 40th percentile in reading and 70% in mathematics. Additionally, chronic absenteeism impacts access to consistent instruction.	Inconsistent mastery of foundational skills, varying instructional and intervention needs, and high rates of chronic absenteeism may contribute to gaps in student achievement and academic growth.
4 ★	Inconsistent implementation of campus wide behavior expectations and student support procedures, impacting perceptions of school climate and staff support.	Varying levels of implementation and communication have contributed to inconsistent understanding and application of behavior expectations across classrooms.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**

- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 Increase Student Achievement.

Performance Objective 1 ☑ High Priority

By June of 2026, 60% of third and fourth-grade students will score "Meets" on the state reading and math assessment.

Action Step 1

Teachers will meet with the district instructional coaches regularly to preview and review district and campus assessments, analyze data, and develop reading & math small-group instructional plans.

Measures: Grade level instructional plans, student growth and achievement data

Staff Responsible for Monitoring: Teachers, instructional coaches, campus administration

Funding Sources: Prepaid Instructional Materials 211 - Title I Pt A Impr BSC Prg, $884

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June

Action Step 2

Provide targeted intervention support for students performing below level in math and reading using small group instruction, Intervention Support Teachers (IST), Campus Based Seasonal Tutors, and campus instructional staff.

Measures: MTSS data, MAP Growth Data, ISIP, District Common Assessments

Staff Responsible for Monitoring: Teachers, IST, Campus Administration

Funding Sources: Instructional Support Teacher 211 - Title I Pt A Impr BSC Prg, $74,207

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June

Action Step 3

Teachers will provide daily small-group reading instruction based on student data (fluency, comprehension, phonics).

Measures: Track growth using district assessments, fluency checks, and comprehension benchmarks

Staff Responsible for Monitoring: Teachers, Campus Administration

Funding Sources: 211 - Title I Pt A Impr BSC Prg,

Title I: 2.5.1

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June

Action Step 4

Teachers will meet and collaborate with district literacy and math coaches during team planning to review and analyze upcoming assessments and lessons.

Measures: Grade-level instructional plans, student data, PLC Data

Staff Responsible for Monitoring: Teachers, district coaches, campus admin

Funding Sources: Substitutes 211 - Title I Pt A Impr BSC Prg,

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June

Action Step 5

Teachers will meet and collaborate with seasonal tutors to develop plans for supporting

instruction and individualized lessons for students in RLA and math

Measures: Grade-level instructional plans, student data, Grade level Student data tracking

Staff Responsible for Monitoring: Teachers, district coaches, campus admin, seasonal tutors, IST

Funding Sources: 211 - Title I Pt A Impr BSC Prg,

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

December	February	June

Goal 2 Overall Excellence in Student, Parent, and Community Relations.

Performance Objective 1

By June of 2026, 90% of respondents on the end-of-year survey will report that they feel they are actively involved in their child's school activities.

Action Step 1

Offer (three at minimum) after-school activities, interactions, and support to increase family involvement in students' social and academic growth.

Measures: Campus calendar of events, Title I Night sign-in logs

Staff Responsible for Monitoring: Campus Administration, counseling, teachers

Funding Sources: Extra Duty Pay for Parent Involvement Title I Night Events 211 - Title I Pt A Impr BSC Prg, $1,436

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December	February	June

Action Step 2

Campus will host opportunities for instructional walks with families during the school day, providing opportunities to participate in student learning alongside their student.

Measures: Parent Feedback, Registration for events

Staff Responsible for Monitoring: Campus administration, teachers

Progress Reviews

December	February	June

Action Step 3

Teachers will offer to hold at a minimum of 2 parent-teacher conferences, one in the fall and one in the spring, in order to communicate student growth and progress on academic and behavior goals.

Measures: Sign in Sheets

Staff Responsible for Monitoring: Campus administration, Teachers

Progress Reviews

December	February	June

Action Step 4

Campus staff will communicate opportunities to be involved through multiple platforms such as newsletters, texts, and the school website to ensure accessibility and high participation.

Measures: Parent square and email and parent sign in sheets

Staff Responsible for Monitoring: Teachers, Campus Administration

Progress Reviews

December	February	June

Action Step 5

Use positive notes, phone calls, or quick texts to highlight student successes and encourage parent participation.

Measures: Golden Goose Egg Celebrations, Positive documentations in Aware. Positive Parent Square messages

Staff Responsible for Monitoring: Campus Administration, Teachers

Progress Reviews

December	February	June

Goal 3 Employee Excellence and Organizational Improvement.

Performance Objective 1

By June of 2026, 85% of staff members will report that students meet behavior expectations so that teachers can teach and students can learn as measured by the end-of-year campus survey.

Action Step 1

Create campus wide expectations with collaborative and cohesive campus rules that are aligned across all grade levels and areas.

Measures: Discipline data, academic growth and achievement data, classroom data.

Staff Responsible for Monitoring: Teachers, administration, behavior support personnel.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June

Action Step 2

Provide opportunities for parent informational and learning focused on behavior and student needs, strategies for behavior supports, and home to school connections.

Measures: Sign in Sheets and registration

Staff Responsible for Monitoring: Campus Administration, Campus counselor, teachers,

Progress Reviews

December	February	June

Action Step 3

Teachers and staff will implement a consistent, schoolwide behavior management system (including clear expectations, common language, and positive reinforcement strategies), with

monthly professional learning community (PLC) meetings to review discipline data and adjust supports as needed.

Measures: Discipline Referral Data, Positive Referral data, Tier 2/3 behavior data

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Progress Reviews

December	February	June

Action Step 4

Greet students daily and use restorative conversations when behavior issues occur to maintain trust and respect.

Measures: Behavior documentation sheets, Aware notes, teacher data

Staff Responsible for Monitoring: teachers, counselor

Progress Reviews

December	February	June

Action Step 5

Regular Celebrations of positive student behavior through the Golden Goose Egg Awards and assembly on Friday's, Goose Mail initiatives, and Parent Staff Shout outs.

Measures: Golden Goose Egg nominations, Goose Mail usage, Staff Shout outs

Staff Responsible for Monitoring: Campus Admin, Teachers, Counselor

Progress Reviews

December	February	June

State Compensatory Education

State Compensatory

Budget for Whitley Road Elementary School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Personnel for Whitley Road Elementary School

Name	Position	FTE
Daniel Flank	IST	1
Kaye Garza	IST	0.5

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Kaye Garza	IST		0.5
Pat Schneider	Behavior Support Paraprofessional		1
Whitney Scarbrough	Campus Instructional Coach		1

Funding Summary

Funding Summary

211 - Title I Pt A Impr BSC Prg

Goal	Performance Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	Prepaid Instructional Materials	--	$884.00
1	1	2	Instructional Support Teacher	--	$74,207.00
1	1	3		--	$0.00
1	1	4	Substitutes	--	$0.00
1	1	5		--	$0.00
2	1	1	Extra Duty Pay for Parent Involvement Title I Night Events	--	$1,436.00
				Sub-Total	$76,527.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026