

Mission Statement

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Vcdng"qh"Eqpvpgpvu

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Comprehensive Needs Assessment

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Demographics

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Student Learning

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According to our MAP data, students' grades K,1,3, and 4 in Math and students' grades 1,2, 4, and 5 are demonstrating reasonable progress. However, grades 2 and 5 in Math and

3/"Observed growth of 23 RIT points and 40% Achievement percentile

4/"Observed growth of 13 RIT points and 2% Achievement percentile*

5/"

School Processes & Programs

Uejqq"Rtqegu" ("Rtqite ou"Uwo o ct{

We have a high focus on early literacy and math this school year and have designed our Campus Improvement Plan (TIP) and Campus Improvement Plan (CIP) to center around high-

Eq o o wplecvkqp<

Ecwug

Perceptions

Rgtegrvkpu"Uw o o ct {

- Maintained current partnerships while fostering new relationships.
- Healthy parent participation in most campus events.
- Full implementation of House Systems to help build student culture.
- Great supports systems are in place through the use of CIS, Case Manager, Counselor, and MHMR Navigator

Rtqdn o "Uvcvg o gpvu"Kfgpvkh{kp i"Rgtegrvkppu"Pggfu

Comprehensive Needs Assessment Data Documentation

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

K o r t q x g o g p v R i c p p l p i F e v e

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

District Goals

Findings: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. **Recommendations:** 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

*Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade-level expectations on key MAP

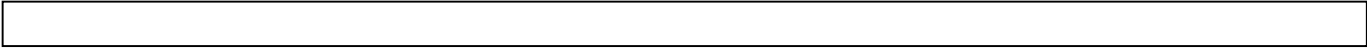
Fluency indicators in English from 47% to 57% by May 2024.

*Increase the percentage of African American students from 41% to 51% by May 2024.

Jki j "Rtkqtkv{

JD5"Fluvtkv" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu< MAP Fluency Foundations skills comparison report



Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 57% by May 2023.

*Increase the percentage of African American students from 47.5% to 57.5% by May 2023.

Jki j "Rtkqtkv{

JD5"Fluvtkev" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu MAP Growth Reading Report

Improve the quality and alignment of Tier 1 instruction to the rigor of the standard. Delivery of Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Uvtcvgi {u"Gzrgevfgf" TguwvK o rcev Teachers internalize the lesson, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Campus Administrator, Instructional Coach and Data Analyst (ILT)

Vkvng"K





2.4, 2.6

- **VGC"Rtkqtkvkgu**

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

Rtqdn g o "Uvcvg o gpvu Demographics 1 - Student Learning 1 - Perceptions 1

Cevkqp"Uvgr"3" Fgvcknu	Tgxkyu			
Cevkqp"Uvgr"3 Hire a Data Analyst to help teachers examine data, understand student instructional needs, and identify strategies and practices to address the identified needs. Kpvpgfgf" Cwfkppeg Teachers, parents, and community stakeholders Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp" Tgurqpukdng Data Analyst Fcvg*u+"l"Vko ghtc o g August 2023 - May 2024 Eqmcdqtcvkpi" Fgretv o gpvu ADQ Fgnkxgt{ "Ogvjqf Face to Face and Virtual Hwpfkpi"Uqwtegu Personnel- Data Analyst - Title I (211) - 211-13-6119-04E-209-30-510-000000-24F10 - \$73,146	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	O ct	Lwpg

Cevkqp"Uvgr"4"Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"4 Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, and create exit tickets that align with the rigor of the standard using district-approved resources (Amplify and Lexia) and rehearse.</p> <p>Kpygp fgf"Cwfkppeg Students K - 5</p> <p>Rtqxkfgt"Rtgugpvg"Rgtuqp"Turqpukng Instructional Coach and Data Analyst</p> <p>Fvq*u+"Vko ghtc og 09/2023 - 05/2024</p> <p>Eqmcdqtcvki"Frctv ogpvu Learning and Leading and ADQ</p> <p>Fgnkxgt{"Ogvjqf Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"5 Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed).</p> <p>Kpygp fgf"Cwfkppeg Special Education students and GT Students (Special Population)</p> <p>Rtqxkfgt"Rtgugpvg"Rgtuqp"Turqpukng Inclusion Teacher and assistant</p> <p>Fvq*u+"Vko ghtc og 09/2023 - 4/2023</p> <p>Eqmcdqtcvki"Frctv ogpvu Special Education</p> <p>Fgnkxgt{"Ogvjqf Face to Face, small group, and one-on-one</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				

Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning

Cevkqp"Uvgr"3" Fgvcknu

Tgxkg y u

Cevkqp"Uvgr"3 Collaborate with a high-impact tutoring group to address the needs of identified K - 2 students in the Fall and identified students K- 5 in the Spring.

kpvgp fgf" Cw fgpeg Students K - 2 Fall and students K- 5 Spring

Rtqxkfgt"l"Rtgugpvgt"l"Rgtuqp" Tgurqpukdng Beacon Hill Preparatory Institute

2024.

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

Increase the percentage of Kinder students who score On Track on TX-KEA Math from 0% to 0% by May 2024.

Cevkqp"Uvgr"4"Fgvcknu

Tgxkg y u

Cevkqp"Uvgr"4< The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers within 48 hours of classroom visits.

Kpvpgfgf"Cwfkpeg< Pre-K - 5-grade students

Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Turqpukng< Campus Administrators

Fcvg*u+"l"Vko ghtc o g< 08/2023 - 05/2004

Eqmcdqtcvki"Frctv o gpvu< Learning and Leading

Fgnkxgt{"Ogvjqf< Face to Face

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth from 49% to 59% by May 2024.

Increase the percentage of African American students from 47.6% to 57/6% by May 2023.

Jki j "Rtkqtkv{

Gxcnwcvkqp"Fcvc"Uqwtegu< Math MAP results

Improve the quality and alignment of Tier 1 instruction to the rigor of the standard. Delivery of Eurkea instruction for all students by developing

Cevkqp"Uvgr"4" Fgycknu

Tgxky u

Cevkqp"Uvgr"4 Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Eureka, Equip, and Dreambox), and rehearse.

kpygpfgf"Cwfkppeg Students K - 5

Rtqxifgt"l"Rtgupvgt"l"Rgtuqp" Tgurqpukng

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 50% by May 2024.

Increase the percentage of African American students from 40% to 50% by May 2024.

JD5 Fluvtkev I qen

Gxcncvckqp Fcvc Uqwtegu < 2023 STAAR Reading

High-quality Tier 1 Reading instruction is provided at the depth and complexity of the rigor of the standards, including the student performance tasks, classroom activities/assignments, and formative and summative assessments from the required curriculum in all courses for all students.

Uvtcvgi { } u Gzrgevfg Tguwnvko rcev < At least a 10% increased % in students performing at the meets level on STAAR Reading

Uvchh Tgurqpukdng hqt Oqpkvqtkpi < ILT

Vkvg K <

2.4, 2.6

- VGC Rtkqtkvkgu <

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

Rtqdn g o Uvcvg o gpvu < Demographics 1 - Student Learning 1 - Perceptions 1

Cevkqp Uvgr 3 Fgycknu

Tgxky u

Cevkqp Uvgr 3 < Conduct weekly PLCs where teachers unpack the standard/guideline, create standard-aligned lessons with teacher exemplars and success criteria, and create an assessment in formats similar to how students will be assessed.





Kpygp fgf Cwfkpeg < Teachers grades 3 - 5

Rtqxk fgt l Rtguvgt l Rgtuqp Tgurqpukdng < ILT

Fcvg* u+ l Vko ghtc o g <

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and adjust as needed.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers grades 3 - 5 Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< ILT Fcvg*u+"l"Vko ghtc og< 09/2023 - 05/2023 Eqmcdqtcvki"Frctv ogpvu< Learning and Leading Fgnkxgt{"Ogvjqf< Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5< Clearly define the MTSS process, and create systems where all students who enter the process are monitored every six weeks, and tiers are adjusted as needed. Students who have been identified as Tier 3 for more than 3 months will be referred to the next step in the process to be reviewed for identification of the best track to support their learning needs.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers 3rd- 5th grade Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< ILT, SST, Counselor, Diagnostician, and LSSP Fcvg*u+"l"Vko ghtc og< 10/2023 - 04/2023 Eqmcdqtcvki"Frctv ogpvu< Learning and Leading, Special Education Department, and the MTSS department. Fgnkxgt{"Ogvjqf< Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"6< Provide extended learning opportunities after school to identify students to address specific learning gaps.</p> <p>Kpvpgfgf"Cwfkppeg< Students grades 3 - 5 Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< Teachers Fcvg*u+"l"Vko ghtc og< 10/2023 - 04/2023</p>				

Cevkqp"Uvgr"7"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"7< Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed).</p> <p>Kpvpgfgf"Cwfkppeg< Special Education and GT students</p> <p>Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Tgurqpukdng< Inclusion Teacher and assistant GT Specialist</p> <p>Fcvg*u+"l"Vko ghtc o g< 09/2023 - 4/2023</p> <p>Eqmcdqtcvkpi"Fgrctv o gpvu< Special Education and GT</p> <p>Fgnkxgt{"Ogvjqf< Face to Face, small group, and one-on-one</p> <p>Hwpfkpi"Uqwtegu< Supplemental Resources - SPED (199 PIC 23) - - \$372, Supplemental Resources - Gifted & Talented (199 PIC 21) - - \$65</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

<p>Rtqdn g o "Uvcvg o gpv"3: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Tqqv"Ecwug: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.</p>
<p>Rtqdn g o "Uvcvg o gpv"3: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. Tqqv"Ecwug: 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery</p>
<p>Rtqdn g o "Uvcvg o gpv"3: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Tqqv"Ecwug: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.</p>

Cevkqp"Uvgr"4" Fgycknu	Tgxkyu			
<p>Cevkqp"Uvgr"4< Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and monitor as needed.</p> <p>Kpygpf" Cwfkpeg< Teachers grades 3 - 5</p> <p>Rtqkfgt"l"Rtgupvgt"l"Rgtuqp" Tgurqpukng< ILT</p> <p>Fcyg*u+"l"Vko ghtc og< 09/2023 - 05/2023</p> <p>Eqmedqtcvki" Fgrctv ogpvu< Learning and Leading</p> <p>Fgnkxgt{" Ogvjqf< Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Cevqap"Uvgr"7" Fgycknu

Tgxkg y u





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

0651

Cevkqp"Uvgr"4" Fgycknu

Tgxkg y u

Cevkqp"Uvgr"4<

Cevkqp"Uvgr"4"Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"4 Create visual reminders of tier-level of behaviors and action steps that can be taken. Kpvpgfgf"Cwfkppeg Teachers Rtqxifgt"Rtgugpvgf"Rgtuqp"Turqpukdng Assistant Principal, Discipline team, and SST Fcvg*u+"Vko ghtc o g 08/2023 - 05/2024 Eqmcdqtcvki"Fgrctv o gpvu Student Support Service Fgnkxgt{"Ogvjqf Face to Face	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
 No Progress  Accomplished  Continue/Modify  Discontinue				

Develop a school-wide Positive Behavior Discipline Plan with explicit behavioral expectations and management systems for students and staff.

Uvtcvgi {"u"Gzrgevfgf"Tuwnviko rcev Decrease the number of student referrals and the number of in and out-of-school suspensions for Emergent Bilingual and African American students.

Uvchh"Turqpukdng"hqt"Oqpkvqtkpi Assistant Principal





Vkvg"K

2.5, 2.6





- **VGC"Rtkqtkvku**

Improve low-performing schools

Rtqdn g o"Uvcvg o gpvu Perceptions 1

Cevkqp"Uvgr"3"Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"3 Develop a PBIS handbook and provide at least two trainings on expectations and implementation of school-wide strategies. Kpvpgfgf"Cwfkppeg Teachers Rtqxifgt"Rtgugpvgf"Rgtuqp"Turqpukdng Assistant Principal and Student Support Team Fcvg*u+"Vko ghtc o g 08/2023 and 01/2024 Eqmcdqtcvki"Fgrctv o gpvu Student Support Services Fgnkxgt{"Ogvjqf Face to Face	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Student Support Team will meet weekly to identify high-needs students, leverage referrals through a referral system and opportunities to follow up weekly.</p> <p>Kpygpfgf"Cwfkppeg< Student Support Team</p> <p>Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp"Turqpukdng< SST</p> <p>Fcvg*u+"l"Vko ghtc o g< 08/2023 - 05/2024</p> <p>Eqmcdqtcvki"Fgrctv o gpvu< Student Support Services</p> <p>Fgnkxgt{"Ogvjqf< Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5< Create a sensory walk and calming area for students grades 3 -5 to self-regulate.</p> <p>Kpygpfgf"Cwfkppeg< Students grades 3 - 5</p> <p>Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp"Turqpukdng< Assistant Principal Case Manager MHMR Navigator CIS Social Worker Counselor</p> <p>Fcvg*u+"l"Vko ghtc o g< 08/2023 - 12/2024</p> <p>Eqmcdqtcvki"Fgrctv o gpvu< Student Support Services</p> <p>Fgnkxgt{"Ogvjqf< Face to Face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				

Rtqdn g o "Uvcv g o gpv"3: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. **Tqqv"Ecwug:** 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed

Site-Based Decision Making Committee

Eq o o kvvgg" Tqng	Pc og	Rqukvkqp
Administrator	Devona Burgess	Principal
Classroom Teacher 1	Sharla Angton	Teacher
Classroom Teacher 2	Tiffany Struggs	Teacher
Classroom Teacher 3	Kendall Ladner	Teacher
Classroom Teacher 4	Barbara Hollingsworth	Teacher
Business Representative 1	Brian Johnson	Program Director
Business Representative 2	Jason Rocha	Program Manager
Community Representative 1	Jerome Johnson	Executive Director
Community Representative 2	Sacher Dawson	Hope Farm Executive Director
DERC Representative 1	Shauna Cass	Teacher
DERC Representative 2	Ashley Dean	Teacher
District-level Professional	Marta Plata	Executive Director
Paraprofessional	Patricia Houston	Teacher Assistant
Non-classroom Professional	Angela Cohen	Counselor
Community Representative	Jasmine Posada	Outreach Coordinator
Parent 2	Veronica Benton	Parent
Parent 1	Brandi Maurice	Parent

Campus Funding Summary

Vknv"K"*433+							
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1	3	1	1	Personnel- Data Analyst	Data Analyst	211-13-6119-04E-209-30-510-000000-24F10	\$73,146.00
Uwd/Vqvcn							\$73,146.00
Dwfi gygf"Hwpf"Uqwtegu"C o qwpv							\$73,146.00
-1/"Fkhhgtgpeg							\$0.00
UEG"*3; ;"RKE"46+							
Flkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevksxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetrkvkqp	Ceeqwpv"Eqfg	C o qwpv
1	3	2	2	Supplemental Reading Material	Supplies and materials for instructional use	199-11-6399-001-209-24-313-000000-	\$500.00
1	3	2	2	Certified Teacher			

The **purpose** of Edward J. Briscoe Elementary's parent and family engagement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental engagement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on improving student achievement socially and academically. As a result, learning strategies will be shared with parents to improve student achievement and address the needs of all students.

The Parent and Family Engagement Policy is **developed and reviewed** annually by the Site-Based Decision-Making Team (SBDM). This team consists

Title 1 School-Parent Compact

2023 - 2024

Mission Statement: *The mission of Edward J. Briscoe Elementary is to instill a growth mindset that fosters social-emotional well-being and academic achievement in all students.*

Let's work together to help all to succeed at Edward J Briscoe by doing our B.E.S.T.! We ask that you read and commit to doing your part below. Thank you.

Parents

- I will ensure that my child attends school on a daily basis and arrives on time.
- I will encourage my child to follow rules and regulation set forth by the school and/or district
- I will attend and/or ask for conferences with teachers, administrators and/or other district personnel.
- I will keep abreast of my child's learning and communicate regularly with school staff.
- I will maintain and foster my child's positive behavior.

Students

- I will attend school regularly and punctually.
- I will always do my best in my school work and behavior.
- I will complete assignments and turn in homework on time to the teacher.
- I will work cooperatively with staff, students and parents.
- I will respect my school, others, and myself.
- I will accept responsibilities for my own actions.
- I will have a positive attitude towards myself, school, others, and learning.

Teachers

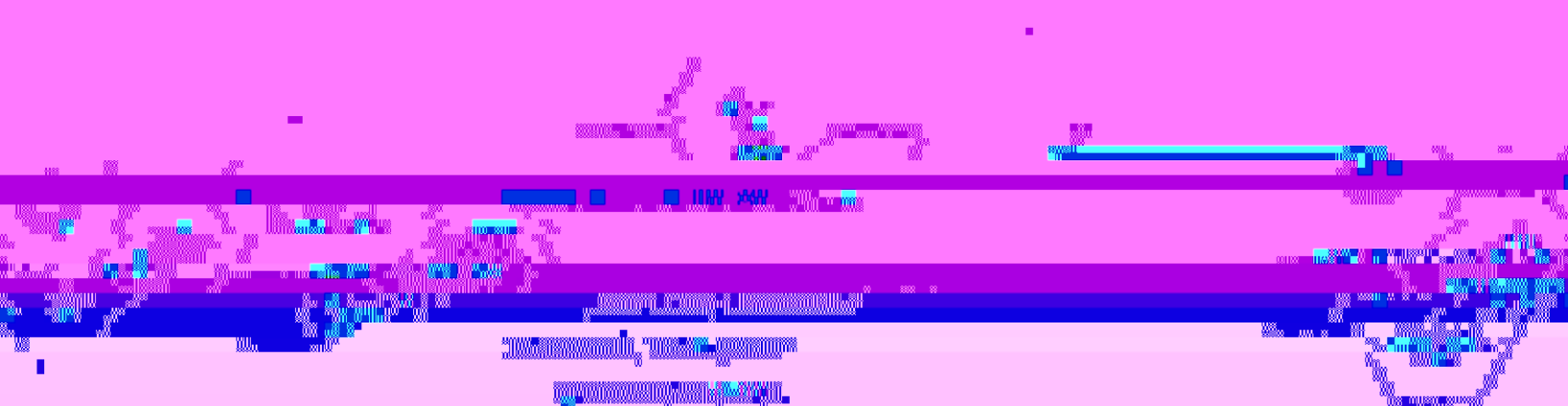
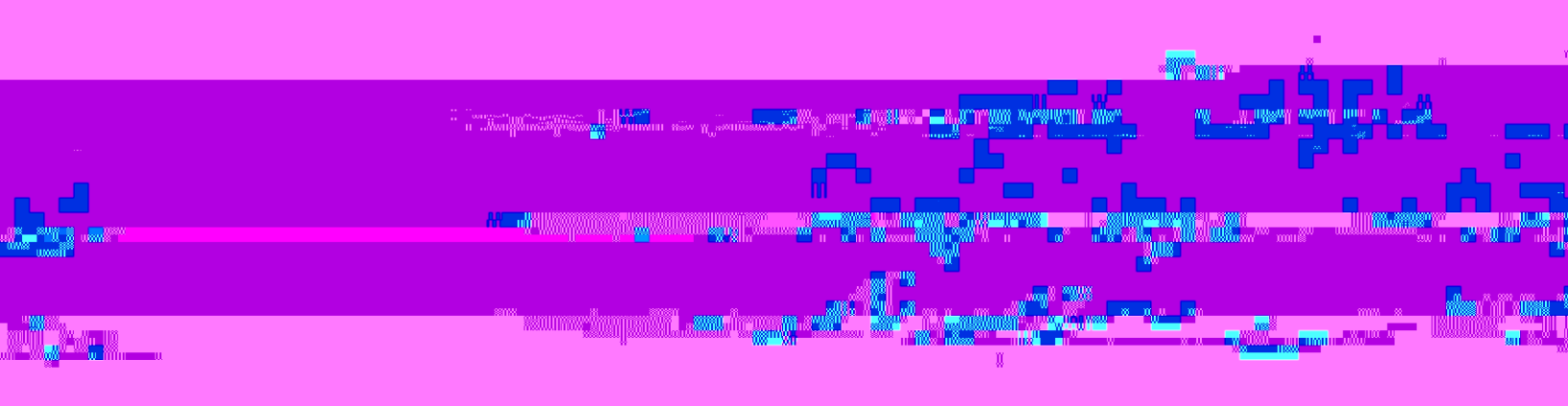
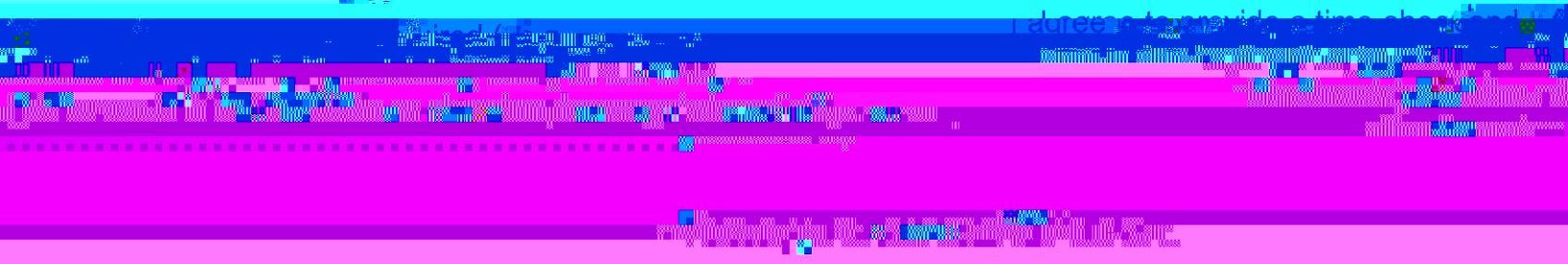
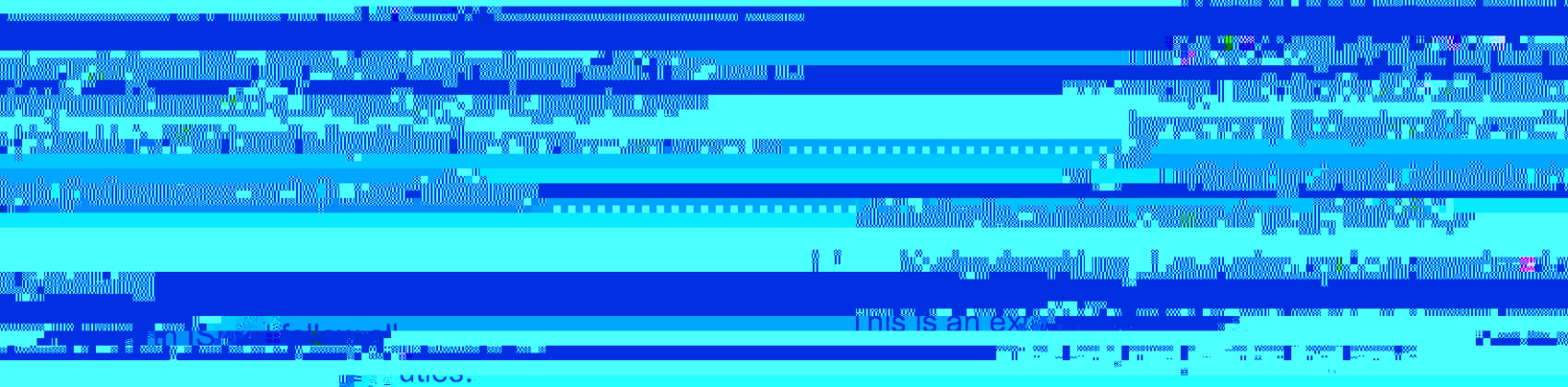
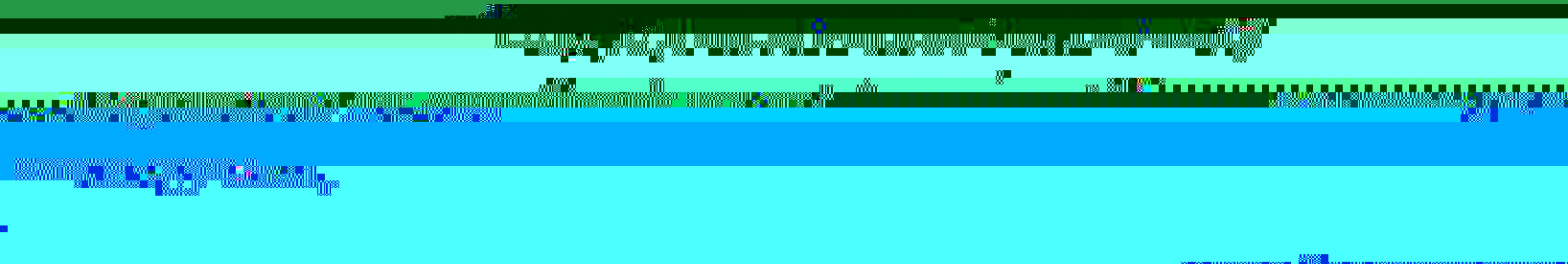
- I will respect and value the uniqueness of every child.
- I will provide an environment that is conducive to learning.
- I will maintain open lines of communication with students and parents.
- I will demonstrate professional behaviors and a positive attitude.
- I will maintain high expectations for students and myself.
- I will help students resolve conflicts in positive, nonviolent ways.

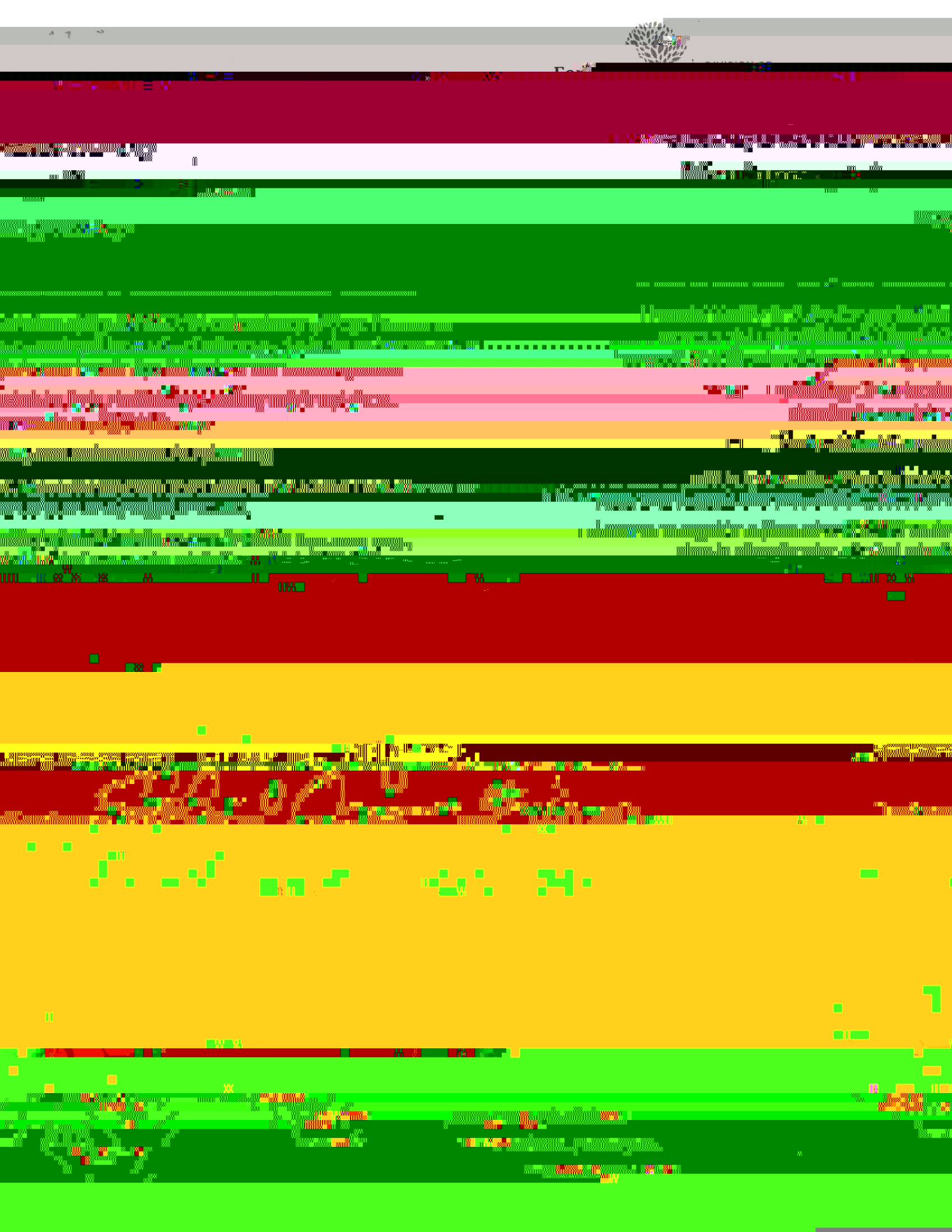
Student: _____ Date: _____

Parent: _____ Date: _____

Teacher: _____ Date: _____

Contrato entre padres v escuela del Título I





Part A Funded Extra Duty

Employment Agreement Document

11/23/23 11/23/23

Under my contract with the Board of Education, I am required to work
to provide Extra-Duty services in the following area:

to successfully meet the following:

to provide Extra-Duty services in the following area:

students in the following session during the following session
to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:

Title

Mr.

work for Full Worth ISD during
hours on Saturday

to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:

Professor



to provide Extra-Duty services in the following area:

to provide Extra-Duty services in the following area:



2014-2015 Strategic Plan

Introduction

Background

The Independent School District Board of Trustees is pleased to present the 2014-2015 Strategic Plan. This plan is a result of a comprehensive strategic planning process that began in 2012. The process involved a series of public hearings, focus groups, and a survey of the community. The goal of the process was to identify the district's vision, mission, and core values, and to develop a strategic plan that would guide the district's operations for the next five years.

The Strategic Plan is a living document that will be reviewed and updated as needed. It is intended to provide a clear and concise statement of the district's goals and objectives, and to serve as a guide for all district employees and stakeholders.

The Strategic Plan is organized into three main sections: **Introduction**, **Goals and Objectives**, and **Implementation**. Each section contains detailed information about the district's vision, mission, and core values, as well as specific goals and objectives for the next five years.

