

Manor Independent School District
ShadowGlen Elementary
2025-2026 Campus Improvement Plan



Mission Statement

Campus Mission Statement:

We remain committed to providing every scholar with opportunity, access, and support to master rigorous academic goals. We foster intellectual habits, curiosity, and character, empowering students to make a meaningful and lasting impact on the world around them.

Vision

Campus Vision Statement:

At ShadowGlen Elementary, we continue to cultivate college- and career-ready lifelong learners who are motivated by purpose, inspired by excellence, and committed to reaching their full potential. Our scholars grow academically and emotionally in an environment that prepares them to lead and serve their communities with confidence and compassion.

Value Statement

Our Beliefs

1. We invest in our scholars daily to be successful, thoughtful, responsible members of society.
2. We lead with Restorative Practices, where every scholar and staff member feels seen, respected, and supported.
3. We walk in excellence in all we do, knowing that what we do today creates empowered leaders tomorrow.
4. We celebrate culture, identity and community, where the strengths of every individual lifts up another.

Campus Core Values for Staff

At our school, the BOBCAT Way means leading with kindness, working diligently, and committing to continuous growth. We learn from challenges, treat everyone with respect, and give our best every day—because we are leaders, educators, and members of a supportive school community.

Belonging:

We foster an inclusive environment where every staff member and scholar feels valued, supported, and connected.

Ownership:

We take responsibility for our actions, uphold high standards, and model excellence in all we do.

Bravery:

We embrace challenges, lead with confidence, and advocate for what is right and just.

Compassion:

We listen actively, respond with empathy, and work collaboratively to resolve conflicts and support others.

Accountability:

We maintain honesty, uphold ethical standards, and learn from mistakes by taking corrective action.

Tenacity:

We persevere through difficulties with resilience and determination, demonstrating commitment to our mission.

Scholarship:

We are lifelong learners who engage in reflective practice, seek growth opportunities, and prepare scholars for success beyond the classroom.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.	10
Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.	13
Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.	14
Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.	15
Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.	17
Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.	18
Title I Personnel	20
Campus Funding Summary	21
Policies, Procedures, and Requirements	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. **Student Enrollment:** For the 2025–2026 school year, ShadowGlen Elementary anticipates an enrollment of approximately 576 students, serving grades kindergarten through fifth.
2. **Student Diversity:** Our student population reflects the vibrant diversity of the Manor, Texas community. Based on current data, 62.5% of students identify as Hispanic or Latino, 22.2% as African American, 11.1% as White, 3.3% as Asian, and 0.9% as identifying with other ethnicities. Promoting inclusivity and cultural respect remains a foundational value of our school.
3. **Economic Status:** A significant portion of our student body—56.59%—qualifies for free or reduced-price lunch, indicating a high level of economic need. Our ongoing commitment is to ensure that every student, regardless of socioeconomic status, has access to high-quality education and support services.
4. **Special Programs and Language Support:** Currently, 13.2% of students receive special education services, while 34.02% are identified as English Language Learners (ELLs). Providing individualized support and differentiated instruction for these students is a top priority to promote both academic achievement and social-emotional development.
5. **Student Mobility:** ShadowGlen Elementary experiences a mobility rate of 23.75%, meaning nearly one in four students enrolls or withdraws during the school year. We are actively working to support smoother transitions and minimize disruptions to learning for mobile students.
6. **Attendance:** The school maintains an average daily attendance rate of 90%. Increasing consistent attendance remains a key focus, as we continue to identify and address barriers that may impact student engagement and participation.
7. **Community Profile:** ShadowGlen is defined by its strong sense of community, diverse socioeconomic makeup, and a united focus on student success. Ongoing partnerships with families, local organizations, and community members play a vital role in enhancing the educational experience and supporting the holistic development of our scholars.
8. **Student Achievement:** ShadowGlen Elementary has seen meaningful academic progress across grade levels. However, disparities in performance remain, particularly among students from economically disadvantaged backgrounds and certain demographic groups. We are addressing these gaps through intentional supports such as data-informed instruction, targeted interventions, and continuous professional learning for staff to ensure every student thrives.
9. **Staff Composition:** Our staff mirrors the diversity of our student population, with a nearly even gender distribution — approximately 51% female and 49% male. We are deeply committed to fostering a school culture rooted in inclusivity, collaboration, and professional excellence, where all team members are valued and empowered to grow.
10. **Looking Ahead:** Enrollment trends indicate continued growth and greater diversity within the ShadowGlen community. In response, we are committed to evolving our instructional practices, systems, and supports to meet the changing needs of our students — always grounded in our core values of equity, excellence, and student-centered learning.

Demographics Strengths

To support the ongoing growth and success of ShadowGlen Elementary, the school closely monitors the **ethnicity and gender representation of students in special programs** to better understand and strengthen the academic performance of various student subgroups.

As part of our efforts to meet the evolving needs of our scholars, **grades 2–5 will continue a departmentalized instructional model**. In this structure, teachers will specialize in

specific content areas rather than teaching all subjects to one class. This approach is designed to enhance instruction and create more impactful learning experiences. The anticipated benefits include:

- **Deeper Subject Expertise:** Teachers can focus on the subjects they are most passionate about, allowing for more in-depth knowledge and more engaging, effective lessons.
- **Increased Scholar Engagement:** Students experience a variety of teaching styles and personalities throughout the day, leading to more dynamic and interactive learning.
- **More Effective Use of Resources:** Subject-specific educators can better align instructional materials and strategies to their content areas, improving efficiency and effectiveness.
- **Stronger Differentiation:** Specialization allows teachers to better tailor instruction to meet the diverse academic needs of students, supporting more individualized learning.
- **Enhanced Collaboration and Growth:** Teachers in the same subject area have more opportunities to co-plan, share strategies, and engage in meaningful professional development.
- **Better Preparation for Middle School:** Regularly transitioning between classes and instructors helps scholars build the routines and independence needed for middle school.
- **Targeted Assessment and Support:** With a focused teaching assignment, educators can more effectively monitor student progress in their subject area and provide timely, data-driven feedback and interventions.

Through this model, ShadowGlen Elementary remains committed to equity, academic excellence, and providing high-quality instruction tailored to every learner.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 24-25 school year, 60% of 4th grade scholars classified as Limited English Proficiency did not approach/meet grade level for STAAR academic achievement in Reading, however our LEP sub group is over 30% of the student population.

Root Cause: Teacher routines, on grade level assignments, and loss of instruction time has led to low scholar academic outcomes at ShadowGlen ES.

Problem Statement 2: In the 24-25 school year, over 75% of scholars receiving Special Education services scored did not meets in Math, Reading, and Science in grades 3, 4, and 5

Root Cause: Instructional expectations and curriculum internalization processes for staff providing Special Education services is not consistent, resulting in low academic outcomes for scholars.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1: By June 2026, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% approaches or greater performance on STAAR Reading test for all students in the approaches level in grades 3-5.

By June 2026, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% approaches or greater performance on STAAR Math test for all students in the approaches level in grades 3-5.

By June 2026, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% approaches or greater performance on STAAR Science test for all students in the approaches level in grades 3-5.

R--Principal

A--3-5 Math/Reading Teachers, Interventionists/Instructional Coach/Instructional Support Team

C--3-5 Teachers, Principal, Interventionists





I--Parents, Scholars, Instructional Support Team

High Priority

HB3 Goal

Evaluation Data Sources: Students will engage in a diagnostic using a universal screener in iStation. Campus will progress monitor in iXL and iStation, Campus Based Assessments, District Assessments, and numeracy fluency programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: SGE will continue a data driven instructional focus with a goal of 70% Approaches, 40% Meets, and 20% Masters in 3/4/5G Reading and Math, and 5G Science, for all formative assessments for the 25-26 School Year. SGE Principal, Assistant Principal, and Instructional Coach will engage in 5 weekly classroom observations, coaching, and feedback opportunities with teachers to develop strong Tier 1 instruction and/or response to data systems using the Get Better Faster Scope and Sequence. SGE instructional look fors will progress throughout the school year to develop teachers in Lesson Internalization, Essential Routines and Procedures, Effective I DO, On Grade Level Scholar Output, Strategic Monitoring, Restorative Practices that lead to strong instructional flow, Checking for Understanding, Purposeful scholar talk and Reteach/Small group instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in scholars approaching, meets, mastering grade level content in in 3/4/5G reading and math and 5G science</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>Title I: 2.51, 2.53, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The school leadership team will engage in consistent observation and feedback cycles focused on lesson internalization, system execution, and instructional delivery for Special Education and Dual Language teams. This support will build teacher capacity and directly improve scholar outcomes.</p> <p>Strategy's Expected Result/Impact: Improvement in academic performance for scholars who are served through Special Education or the Dual Language teams</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, Interventionists</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The leadership team will support teachers in analyzing student work samples and exit tickets during PLCs and planning sessions to ensure tasks are on grade level, aligned to TEKS, and appropriately rigorous. Strategy's Expected Result/Impact: This process will guide Tier 1 instructional goals, intervention decisions, inform small group instruction, and improve academic outcomes through intentional and responsive instruction. Staff Responsible for Monitoring: Principal, IC, Interventionists Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide acceleration and intervention support for Tier 2 and Tier 3, HB 4545 and HB 1416 students who have not passed the STAAR test daily during the school day, by teachers daily, and by an Academic Interventionist Strategy's Expected Result/Impact: Monthly decrease in the amount of scholars performing below grade level on progress monitoring tools in math and reading Staff Responsible for Monitoring: Principal, Interventionist, Tutors Title I: 2.51, 2.52, 2.53, 2.534 - 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 Funding Sources: - Title I, Part A - \$25,000	Formative			Summative
	Oct	Jan	Mar	June
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Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By June 2025, SGE will serve 100% of our staff and stakeholders by providing timely and engaging communication weekly including progress monitoring updates and progress to campus goals.

- R--Principal
- A--K-5 Teachers and SGE Instructional Staff
- C--SGE K-5 Teachers and staff
- I--Parents, Scholars, SGE staff

Evaluation Data Sources: Staff and Community Perception data MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: Admin will provide weekly communication regarding important updates, events, opportunities, improvement, and campus highlights. Teachers will provide communication monthly regarding updates, progress monitoring, and involvement opportunities. Strategy's Expected Result/Impact: Staff and community perception data will indicate communication efforts are clear, timely, and continuous. Staff Responsible for Monitoring: Principal, AP, Parent Liaison, Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
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Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: By June 2026, SGE will ensure a 90% family satisfaction rate in the areas of academic progress, family engagement opportunities, feedback implementation, and evidence of overall school improvement perception.

- R--Principal and Parent Liaison
- A--Principal and Parent Liaison
- C--K-5 Teachers, SGE instructional staff, Parent Liaison
- I--Parents, Scholars

High Priority

Evaluation Data Sources: 24-25 Family perception data showed overall improvement of family perception data in overall school improvement by 40%, however perception of academic progress to some families only improved by 15%.

Strategy 1 Details	Reviews			
Strategy 1: SGE will assemble a Parent Volunteer group led by the Principal, Parent Liaison and School Counselor in order to create partnerships between staff and the community, gather input and feedback, and work together to meet the needs of our scholars. Strategy's Expected Result/Impact: 90% favorable feedback in the areas of community involvement, strong culture, and strong relationships between administration, staff, and families. Staff Responsible for Monitoring: Parent Liaison Title I: 2.51, 2.532 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - Title I, Part A - \$50,000	Formative			Summative
	Oct	Jan	Mar	June
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Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 1: By June 2026, SGE will ensure all scholars and staff have access to High Quality Instructional Materials in Math and Reading, digital supports at home, and restorative practices to support equity, innovation, and intervention support to improve academic growth.

R--Principal and Assistant Principal

A--K-5 Math/Reading Teachers, Interventionists/Instructional Coach/Instructional Support Team, Student Support Team





C--K-5 Teachers, Principal, Interventionists, Student Support Team

I--Parents, Scholars, Student Support Team

High Priority

Evaluation Data Sources: The Lever 4 Academic Review determined that 68% of the assignments submitted in RLA and 27% of the assignments submitted in math met the threshold for high quality assignments. The threshold goal for the academic review in each content area is 75%.

Strategy 1 Details	Reviews			
Strategy 1: Staff will actively promote the use of online reading and math development tools (e.g., iStation, iXL) at home to extend learning beyond the classroom. Simultaneously, the campus will continue building staff capacity in Restorative Practices to strengthen scholar relationships, support social-emotional growth, and maintain a safe, inclusive school culture that supports academic achievement. Strategy's Expected Result/Impact: Improvement in overall usage and grade level performance in school Reading and Math intervention tools, and an decrease in school discipline referrals due to restorative practices initiatives.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SGE will continue use of Schoolwide and Classroom Class Dojo, continue Cool Cat Friday, and continue the Bobcat School Store as a PBIS system to encourage good choices, student leadership, and family communication. Strategy's Expected Result/Impact: Evidence of improved school culture will be seen by the increase in scholar recognition and decrease in discipline referrals Staff Responsible for Monitoring: Principal, Culture Specialist, Counselor Title I: 2.52, 2.53, 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: School Counselor will provide ongoing Guidance Lessons to each grade level once every 6 weeks that cultivate strong character and social emotional development. Strategy's Expected Result/Impact: Increase in student leadership qualities, confidence, social skills, responsible behavior, leadership, problem solving, anti-bullying, and conflict resolution strategies Staff Responsible for Monitoring: Principal, Counselor, Culture Specialist, Title I: 2.531, 2.532, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
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Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: By June 2026, SGE will pass 100% of daily safety walks.

High Priority

Evaluation Data Sources: 24-25, SGE was one of the largest safety outliers of all elementary schools regarding door checks/audits.

Strategy 1 Details		Reviews			
Strategy 1: SGE will engage in a weekly safety meeting where School Leadership will identify and address campus safety and environmental opportunities quickly and effectively. Strategy's Expected Result/Impact: Decrease in the total number of safety violations/infractions week over week Staff Responsible for Monitoring: AP, Safety team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: By June 2026, 100% of SGE teachers and staff will be provided with observation and feedback consistently to improve instructional practices and academic achievement.

High Priority
Evaluation Data Sources: Bullseye data, TTESS data, scholar academic achievement data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be offered targeted professional development opportunities based on campus trends with student performance and student culture. Strategy's Expected Result/Impact: Improvement in teacher/paraprofessional execution of instructional absolutes, operational absolutes, and restorative practices that yield positive student outcomes. Staff Responsible for Monitoring: Principal, AP, IC, Culture Specialist, Counselor, Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 2: By June 2026, SGE will retain 80% of teachers and staff who positively impact scholar academic achievement.

High Priority
Evaluation Data Sources: Bullseye data, TTESS data, scholar academic achievement data

Strategy 1 Details		Reviews			
Strategy 1: SGE will continue employee engagement by employee recognition, appreciation, and classroom walkthrough celebrations, specifically celebrating staff who positively impact scholar academic achievement/behavioral improvements. Strategy's Expected Result/Impact: 85% or higher retention of staff who positively impact scholar academic/behavioral improvements Staff Responsible for Monitoring: Principal, Assistant Principal, Culture Specialist, Sr. Admin Title I: 2.51, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Analisa Cole	Instructional Coach	ELA	1.0
Carissa Raney	Parent Liaison	Family Engagement	1.0

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$25,000.00
3	1	1			\$50,000.00
Sub-Total					\$75,000.00
Budgeted Fund Source Amount					\$9,050.00
+/- Difference					-\$65,950.00
Grand Total Budgeted					\$9,050.00
Grand Total Spent					\$75,000.00
+/- Difference					-\$65,950.00

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
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Directors of Counseling & Guidance and Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025