

Houston Independent School District
104 Almeda Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

- i. Master calendars include curriculum map pacing from the district's curriculum department, testing dates, reteaching dates, and PLC topics to ensure data analysis occurs after an assessment. Resources used are Amplify and Eureka. Teachers were trained on how to implement these resources through lesson internalization protocols.
- ii. All activities and resources are aligned to the standard. Students are engaged in the lesson with MRS strategies that allow for student discourse and writing. Teachers use 100% cues and timers for tight transitions. Visuals, technology, manipulatives, and various other supports are provided to students.
- iii. Demonstration of Learning is completed daily. Upon completion, the teacher tracks the data to know who needs small group intervention, and when reteaching is necessary. After every assessment, the teacher conducts an item analysis to determine misconceptions of how questions were asked for each standard. Teachers then create action plans to provide interventions for whole group re-teach. Circle, MAP, Lecture, and DIBELS are tracked at every administration to ensure progress.

Student Achievement Strengths

i.

The following strengths were identified based on a review of the 2022-2023 data:

Structured PLCs which focused on lesson planning and interventions led to the following increase in data below. Hands on learning in Science aided students in the content.

ii.

3rd Spanish reading decreased DNM by 17% and increased masters by 11%

Math went up 1% in approaches and meets

Science improved by 2% in approaches and 4% in meets

Decreased DNM in Science for SPED students by 21%

TELPAS – Changed 4th Grade to Transitional/early exit

iii.

Attendance is currently at 95.6% year-to-date

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: ELA decreased in meets and masters. **Root Cause:** Rigor relevance instruction is needed to help aide students beyond on grade level instruction. The use of field guides and Know/Show charts not used to fidelity to move students through the arc of learning.

School Culture and Climate

School Culture and Climate Summary

- i. The school climate has a culture of high expectations that values unity through community support. It is safe and conducive to learning.
- ii. Attendance decreased by 1%; however, attendance is improving this school year. Students with severe attendance issues and tardies are students that are on attendance plans. Incentives and new systems for monitoring will help aide the decrease in chronic absences and tardies.
- iii. Students participate in SEL community circles daily. The counselor meets with classes to provide SEL lessons. There are clubs afterschool to foster passion for students in soccer, dance. Through a collaborative environment, teachers are empowered to contribute ideas to improve learning for students.
- v. Currently, there are 0% ISS and OSS and few level one infractions. Any outliers are supported through SEL and mentorship.
- vi. The campus uses CHAMPS. Tightening up on transitions and engaging students using different systems procedures have aided in limiting disruptions to the learning.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- i. Projection for enrollment was met and are currently over which signifies families want to return to Almeda. Students model school wide and classroom expectations.
- ii. The administration focuses on celebrating success and achievement in student outcomes. Possip data reflects positive feedback from families to return to Almeda.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Teachers' decisions to leave occur later in the summer months. **Root Cause:** Teachers decide to work closer to home due to the location of Almeda.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- i. The data reflects that more supports are needed with being able to grow students at or above grade level.
- ii. Teacher turnover is low. If teachers leave, it's due to changes in home life. Staff attendance issues are minimal. Through a culture of collaboration and supports for building capacity in teachers, the admin team addresses teacher turnover.
- iii. By tracking teacher observations and looking for trends and patterns in certain criterion under each Domain of the appraisal system, PLC topics are generated by instructional needs as the focus of the PLC.
- iv. Staff has attended training for Eureka, Amplify, differentiation, SEL community circles, CHAMPS, MRS strategies, LO and DOL Exemplars, data tracking, lesson internalization, and lesson planning. Leaders provide support through demo lessons and monitor implementation through walkthroughs.
- v. Teachers are able to observe other teachers for best practices. Through observation data tracking, we are able to note which teachers are in need of support and in what area. Through one on one planning sessions for TIER III teachers, administrators provide additional planning support and modeling. Vertical alignment meetings provide content supports, and on the spot coaching provides instructional delivery support.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The campus advertises on social media any upcoming vacancy. The hiring team consists of admin and teacher leaders. During the interview we communicate how they will receive supports to recruit. We highlight our campus by informing potential candidates of what Almeda offers for teachers and students. To retain teachers Almeda focuses on supporting teachers in the classroom through observations and mentorship as well as modeling. We celebrate their success through various incentives. Instructional leaders that are experts in various areas can help address the gaps in teacher capacity for effective delivery instruction. Tailored PD through goal setting conferences help support teachers and their current reflections of capacity needs for improvement.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: ELA decreased in meets and masters. **Root Cause:** Rigor relevance instruction is needed to help aide students beyond on grade level instruction. The use of field guides and Know/Show charts not used to fidelity to move students through the arc of learning.

Parent and Community Engagement

Parent and Community Engagement Summary

- i. Almeda achieved Diamond status through FACE. During coffee with the principal, STAAR family nights, content nights, parent classes (CLEVER usage to help support students at home, and English classes for Spanish speaking parents), and data parent meetings, parents are engaged in instructional best practices.
- ii. Parents are fully engaged in data meetings and STAAR meetings. Most parents are engaged during the instructional parent nights. More engagement is noted in non-instructional events such as fall festival.
- iii. Barriers to parental involvement include parent work hours.
- iv. Almeda partner with the neighboring church and Houston Park and Rec. They provide afterschool care and provide sports for students. Abiding Faith provides backpacks and sweaters for students as well as incentives for teachers. The family engagement rep, wraparound, counselor, and nurse work with families and organizations to provide either free or cost reduced services.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- i. Current PTO president is working on increasing PTO membership and VIPS.
- ii. Teaching parents how to best support students at home to improve student outcomes in the classroom. Also, through data parent conversations, students were able to make gains and improve progressively throughout the school year.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Currently rebuilding the PTO. **Root Cause:** PTO parents didn't return on campus due to the pandemic.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

Key Actions

Key Action 1: Provide effective, on grade level, first instruction through the implementation of the Science of Reading (Amplify) with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: ELA

Indicator 1: Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:

Meets- from 35% to 42%

Masters- from 11% to 16%

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.





Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:

DNM- from 36% to 26%

Progress for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: 80 percent of students will grow on the NWEA assessment by 5 points from BOY to MOY and an additional 5 points from MOY to EOY.

Progress for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Progress monitoring and professional development</p> <p>School Leaders' Actions</p> <p>Administration will provide in depth internalization of the Amplify curriculum during pre service days and meet with the Reading vertical team once a month to provide continued curriculum support that aligns to the school's Reading plan. Support will entail curriculum planning (pacing calendar), lesson planning, at bats, emphasis of correct usage of resource implementation, and individualized learning plans for students. Instructional Leaders will conduct on the spot coaching for teachers once a week to improve Science of Reading instructional delivery. Instructional Leaders will track spot observations weekly and note areas of need as a campus. PLCs will have an instructional focus component to address these areas. Instructional Leaders will train the staff to pull data reports and have data reports ready after each administration of NWEA to discuss during planning for success sessions with staff. Instructional Leaders will monitor and analyze student DOL data weekly to note progress and note areas of campus needs. PLCs will have an instructional focus component to address these areas.</p> <p>Staff Actions</p> <p>Teachers will ensure LO, first instruction, student activities, DOL, and assessments are aligned and on grade level. Lesson plans will be turned in for feedback to be provided and to conduct at bats during PLC. Teachers will attend professional development sessions assigned by appraisers to improve instructional practices (one per semester minimum). Teachers will implement on the spot coaching feedback and spot observation feedback for every lesson thereafter when applicable. Teachers will participate in vertical alignment meetings monthly, PLCs weekly, content planning weekly, individual DDI conversations monthly, Teachers will set stretch goals (target scores) for all students after each administration of NWEA to ensure students achieve their expected growth at the end of the year. Modifications to individualized plans will occur during PLC and grade level planning.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: Provide effective, on grade level, first instruction through the implementation of Eureka Math with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math

Indicator 1: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:

Meets- from 38% to 43%

Masters- from 11% to 16%

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.





Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:

DNM- from 32% to 22%

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: 80 percent of students will grow on the NWEA assessment by 5 points from BOY to MOY and an additional 5 points from MOY to EOY.

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Progress monitoring and professional development</p> <p>School Leaders' Actions</p> <p>Administration will provide in depth internalization of the Eureka curriculum during pre-service days and meet with the Math vertical team once a month to provide continued curriculum support that aligns to the school's Math plan. Support will entail curriculum planning (pacing calendar), lesson planning, at bats, emphasis of correct usage of resource implementation, and individualized learning plans for students. Instructional Leaders will conduct on the spot coaching for teachers once a week to improve math instructional delivery. Instructional Leaders will track spot observations weekly and note areas of need as a campus. PLCs will have an instructional focus component to address these areas. Instructional Leaders will train the staff to pull data reports and have data reports ready after each administration of NWEA to discuss during planning for success sessions with staff. Instructional Leaders will monitor and analyze student DOL data weekly to note progress and note areas of campus needs. PLCs will have an instructional focus component to address these areas.</p> <p>Staff Actions</p> <p>Teachers will ensure LO, first instruction, student activities, DOL, and assessments are aligned and on grade level. Lesson plans will be turned in for feedback to be provided and to conduct at bats during PLC. Teachers will attend professional development sessions assigned by appraisers to improve instructional practices (one per semester minimum). Teachers will implement on the spot coaching feedback and spot observation feedback for every lesson thereafter when applicable. Teachers will participate in vertical alignment meetings monthly, PLCs weekly, content planning weekly, individual DDI conversations monthly, Teachers will set stretch goals (target scores) for all students after each administration of NWEA to ensure students achieve their expected growth at the end of the year. Modifications to individualized plans will occur during PLC and grade level planning.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 3: Increase teacher capacity to design and tailor high quality instruction for students in Special Populations.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity with Special Populations

Indicator 1: Close the achievement gap of special education students by 5%

80 percent of special education students will show growth on the NWEA assessment from BOY to EOY.





Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 2: Increase the percentage of special education students performing at the meets level on the STAAR exam by 5%.

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: EB Students composite score will increase from 6% to 8% at the advanced high level on the TELPAS exam.

Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Progress monitoring and professional development</p> <p>School Leaders' Actions</p> <p>Administration will provide in depth internalization of the Eureka curriculum during pre service days and meet with the Reading vertical team once a month to provide continued curriculum support that aligns to the school's Reading plan. Support will entail curriculum planning (pacing calendar), lesson planning, at bats, emphasis of correct usage of resource implementation, and individualized learning plans for students. Instructional Leaders will conduct on the spot coaching for teachers once a week to improve Science of Reading instructional delivery. Instructional Leaders will track spot observations weekly and note areas of need as a campus. PLCs will have an instructional focus component to address these areas. Instructional Leaders will train the staff to pull data reports and have data reports ready after each administration of NWEA to discuss during planning for success sessions with staff. Instructional Leaders will monitor and analyze student DOL data weekly to note progress and note areas of campus needs. PLCs will have an instructional focus component to address these areas. Instructional Leaders will monitor focused ESL lesson plans and will conduct on the spot coaching for teachers once a week to improve instructional delivery with an emphasis on supporting EB students.</p> <p>Staff Actions</p> <p>Teachers will ensure LO, first instruction, student activities, DOL, and assessments are aligned and on grade level. Lesson plans will be turned in for feedback, with a focus on differentiation for special education students, to be provided and to conduct at bats during PLC. Teachers will attend professional development sessions assigned by appraisers to improve instructional practices (one per semester minimum). Teachers will implement on the spot coaching feedback and spot observation feedback for every lesson thereafter when applicable. Teachers will participate in vertical alignment meetings monthly, PLCs weekly, content planning weekly, individual DDI conversations monthly, with a special education focus. Teachers will implement IEPS and track evidence of implementation using campus tracking system (Red Binder/Labels) . Teachers will set stretch goals (target scores) for special education students after each administration of NWEA to ensure students achieve their expected growth at the end of the year. Modifications to individualized plans will occur during PLC and grade level planning. Teachers will use the ELPS throughout their lessons to ensure students' proficiency levels are addressed. Lesson plans will be turned in for feedback, with a focus on differentiation according to EB students' needs. Teachers will attend professional development sessions that address ELPS integration within their lessons.</p>	Formative			Summative
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Key Action 4: Increase teacher capacity to design and provide/tailor high quality engaging instruction across all content areas.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity in All Content Areas

Indicator 1: By the end of fall 2023 semester 80% of teachers will receive 2 points on Domain 1, 60% will receive 5 points on Domain 2, and 70% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 2: By the end of Spring 2024 semester 100% of teachers will receive 2 points on Domain 1, 80% will receive 5 points on Domain 2, and 90% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 3: 100% of teacher classrooms will receive informal walkthroughs weekly and one formal walkthrough monthly.

Specific Action 1 Details		Reviews			
Specific Action 1: Progress monitoring and professional development School Leaders' Actions Administration will conduct effective PLCs regarding spot observations and sharing instructional best practices / At Bats. Monitor internalization processes completed by teachers Provide on-the-spot coaching Provide opportunities for teachers to observe other master teachers (based on on the spot observations) Administration will provide open labs to support teachers with use of curriculum, through providing opportunities to internalize lessons, perform at-bats, lesson/activity alignment, and unpacking the TEKS. Monitor teacher DOL Staff Actions Track and analyze DOL data to provide enrichment, reinforcement, and intervention to students. Internalize and rehearse lessons to engage all students Participate in and share best practices in PLCs Implement feedback from on-the-spot coaching/evaluations		Formative			Summative
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State Compensatory

Budget for 104 Almeda Elementary School

Total SCE Funds: \$190,065.00

Total FTEs Funded by SCE: 2.3

Brief Description of SCE Services and/or Programs

Funds are used to pay for teacher salaries. Teachers provide tiered support during small group intervention.

Personnel for 104 Almeda Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Maria Ayala	Teacher	0.3
Neressa Baily	Teacher	1
Tarica Simplice	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by:

Principal: Ian Olmstead

Assistant Principals: DeAndra Waters and Rosa Codina

Teacher Specialist: Maria Pinedo and Anita Davila

Teacher leaders: Ana Acosta, Neressa Bailey, Laura Whittaker

Community Partner: Barbara Carter

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: virtual meetings with teacher leaders, paraprofessionals and other stakeholders over the summer to get feedback on strengths and areas of improvement.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Weekly leadership instructional walks, appraiser observations and walk throughs, weekly budget reports on expenditures such as after school/Saturday tutorials, contracted services and instructional materials, and sign-in sheets for parental/community events.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School Website

The SIP was made available to parents by:

- Digital delivery (school website)

We provide the SIP to parents in the following languages:

- English

- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS and State Standards include these schoolwide reform strategies:

- School counselor will provide social emotional learning strategies and Community Circles.
- SEL Liaison will provide SEL strategies to teachers and students.
- Wrap around specialist will provide student services supports for all students.
- Implementation of CHAMPS as our school-wide behavior management system.
- Teachers will be trained in the campus intervention program for those reading below grade level (including math fluency and computation).
- Daily implementation of Guided Reading with differentiated lessons to meet the needs of all students
- Student use of digital resources to improve reading and math performance: MakinVia, MyOn, Accelerated Reader, Imagine Literacy and Math and Progress Learning/Education Galaxy.
- Creating fully functioning PLCs where the focus is on planning, data analysis and interventions.
- High emphasis on an effective, streamlined, fully functioning IAT process
- Effective use of data tracking systems to monitor and make decisions about student learning and needs
- Implementation of campus-wide stretch goals.
- Implementation of Sheltered Instruction to support English Language Learners

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- ensure students safety, health and well being through social emotional supports (counselor, community circles, SEL Liaison and wrap around specialist)
- tight, consistent daily instructional schedules and master schedules (school-wide)
- ensure students are on campus through school-wide attendance incentives
- build and foster better communication and interactions among staff and students on campus
- restorative discipline practices and counseling classroom guidance lessons
- enrichment practices to ensure an optimal learning environment for all students

- lay a solid science foundation in the lower grades
- field trip opportunities to acquire exposure to the world
- opportunities for G/T projects
- opportunities for Project Based Learning
- exposure to the fine arts through after school art clubs

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- AT Bats
- Small Group Instruction based on student data needs

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated annually using appropriate state, student, perception and any other data appropriate to provide a clear picture on the effectiveness of the plan. The evaluation is focused on addressing problem areas with the goal on increasing student achievement and to ensure the continuous improvement of the campus.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yoani Flores	Teacher	Teacher class size reduction	1