

**Fort Worth Independent School District**  
**008 North Side High School**  
**2023-2024 Improvement Plan**



# Mission Statement

The mission of North Side High School is to partner with the community, pursue educational excellence, and dedicate its resources to create a learning environment that encourages each student to become productive citizens and lifelong learners in a multicultural society.

## Vision

Preparing all students for success in college, career, and community leadership.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Historic North Side High School is full of history and tradition as evidenced by our motto: Once a Steer, Always A Steer. North Side High is near the historic Fort Worth Stockyards and the pride of the community. While the main entrance maintains the original terrazzo floors and artwork as an ode to decades past, the current generation of students are being prepared to make a positive contribution to society.

North Side High School's demographics do not fluxuate from year-to-year and therefore stay at 94% Hispanic and 94% Economically Disadvantaged. The graduation percentage hovers around 90% annually. Our recent remodel and addition have given our students industry standand facilities to learn a craft such as automotive, culinary, cosmotology, and robotics. We have also renovated labs for our medical program to provide large spaces for the students to earn an EMT certification, become a pharmacy technician, or earn an Associates Degree for Patient Care Technician nursing. Besides our rigorous academics, North Side High School also offers an award winning Mariachi program, successful UIL sports teams, and a district-ranked Whiz Quiz team. The Northside community is proud of their school and the students are proud to be a steer.

### Demographics Strengths

North Side High School's dominant strength is our immersive partnership with the community. Almost one hundred years of graduates have filed through our hallowed hallways and gone on to be members of our Northside Community. The Alumni Association and The Legacy Foundation, supports our student organizations and faculty by creating an environment that encourages each student to become productive citizens and lifelong learners in a multicultural society. Our community also supports our students by providing immersive experience opportunities such as internships at our feeder elementary schools for future teachers, hands-on nursing experiences at the nursing home for our CNA students, and hotel management internships at a downtown hotel for our Hotel Management minded students. These opportunities are in addition to our schoolwide AVID program, JROTC, and Fine Arts. Our North Side students begin making post secondary plans during their sophomore year with the Go Center in addition to career day events, college visits, and military visits.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** North Side High School's graduation rate is 90% with the highest percentage of students failing to matriculate between freshman and sophomore year. **Root Cause:** First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.

**Problem Statement 2 (Prioritized):** Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. **Root Cause:** English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

# Student Learning

## Student Learning Summary

- XL Math program purchased campus wide for struggling students
- Implementation of ThinkCERCA is supporting student growth in Reading skills as well as Literacy push across content areas
- PLC processes developed to engage in activities such as; data desegregation, creating Tier I instruction, structuring activities, modeling lessons, and developing remediation plans
- Students participated in over 6 million minutes in HB45/45 tutoring that is focused on STAAR English and Math
- Increase freshmen parent communication by 30 percent through the Freshmen Success Team which directly correlated to a 4% increase in freshmen On Track.
- All teachers have been trained on using CANVAS so that students may access course materials and remediation activities from home.
- Freshmen Success Coach delivers best instructional practices and Tier I instructional coaching to all core freshmen teachers.

## Student Learning Strengths

- Increase in students taking industry based certification exams and being successful.
- Students are developing skills to meet academic rigor in their coursework.
- Non TSI met students are given the opportunity to complete coursework for college entrance.
- Students are given more opportunities to take national assessments during the school day such as SAT, PSAT, ACT, TSI, and ASVAB.
- Increased number of students are engaged in extra curricular activities and school based clubs.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** EB students scores on TELPAS and STAAR need to be raised by 8-10%. **Root Cause:** Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

**Problem Statement 2 (Prioritized):** Achievement on all STAAR EOC assessments for students identified as Special Education must increase 8%-10%. **Root Cause:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

# School Processes & Programs

## School Processes & Programs Summary

Recent construction completion has revealed industry standard facilities for our students to engage in their learning. Students are able to learn from direct instruction and engage in hands-on application of learning without leaving North Side High School. Our teachers are professional educators with industry experience to teach students the ideal way and any alternative ways to apply the new knowledge. Along with superb facilities, our school has put an emphasis on professional learning communities (PLC) by ensuring they are embedded within the master schedule for STAAR-tested subjects. This allows teachers time to hone their craft through collaboration, dive into data analysis, develop Tier-One instruction, and plan for interventions for students struggling with specific concepts. There has been a direct correlation between teacher engagement in the PLC process and student success in the classroom.

## School Processes & Programs Strengths

- Promulgate the climate of PLC to the highest standard of peer collaboration, positivity, professionalism, and student-focus
- State-of-the-art CTE facilities such as automotive, cosmetology, culinary, engineering, education/learning, and technology
- Teacher leaders who mentor fellow teachers while also leading districtwide professional development courses
- Schoolwide AVID program

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

**Problem Statement 2 (Prioritized):** Students are not successful on industry certifications and need to increase by 8%. **Root Cause:** Teachers cannot readily adjust curriculum and lesson alignment to industry certification exams.

# Perceptions

## Perceptions Summary

1. Teachers are engaged in the PLC process report enhanced student engagement and improved outcomes on assessments.
2. Students would describe teachers as supportive, helpful and fair.
3. Residual pandemic effects are met with support from our community and schools counselor, intervention specialist, and stay in school coordinator, along with FRC referrals when needed.
4. The campus incorporates a proactive approach to promote a culture of respectfulness between staff, students and community.
5. We ensure our front office staff is bilingual to meet the needs of the community.

## Perceptions Strengths

- Climate and culture is positive with plenty of community support.
- Strong CTE programs with teachers who have industry based experience.
- The multicultural programs such as mariachi are known statewide.
- North Side has a wide varied of programs and classes offered to meet the needs and interest of all students.
- The approachability of faculty and staff

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student attendance has decreased by more than 2 percentage points to 92.04% at the end of the first semester. **Root Cause:** Attendance is impacted by student apathy, unfilled teacher vacancies, and students being employed during the school day to help the family unit. This would be countered with identified schoolwide strategies for engagement, identify retired teachers to return to substitute, and master calendar monthly family engagement activities for parents to engage with school personnel.

**Problem Statement 2:** Parents are not highly involved in student's performance and activities/events. **Root Cause:** Due to inflation, parents are working more hours and can not show their support by attending school functions. To counter this difficult situation for our parents, school activities will be planned such as Coffee with the Principal, Weekly Newsletter in English and Spanish, and offering Live zoom sessions for parents to join from their location.

# Priority Problem Statements

**Problem Statement 1:** North Side High School's graduation rate is 90% with the highest percentage of students failing to matriculate between freshman and sophomore year.

**Root Cause 1:** First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary.

**Root Cause 2:** English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Achievement on all STAAR EOC assessments for students identified as Special Education must increase 8%-10%.

**Root Cause 3:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504.

**Root Cause 4:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students are not successful on industry certifications and need to increase by 8%.

**Root Cause 5:** Teachers cannot readily adjust curriculum and lesson alignment to industry certification exams.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Student attendance has decreased by more than 2 percentage points to 92.04% at the end of the first semester.

**Root Cause 6:** Attendance is impacted by student apathy, unfilled teacher vacancies, and students being employed during the school day to help the family unit. This would be countered with identified schoolwide strategies for engagement, identify retired teachers to return to substitute, and master calendar monthly family engagement activities for parents to engage with school personnel.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** EB students scores on TELPAS and STAAR need to be raised by 8-10%.

**Root Cause 7:** Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.





# 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
- HB3 CCMR 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

- 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 End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# District Goals

**District Goal 1:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 30% to 50% by May 2024.

Increase the percentage of 9th and 10th grade male students who meet the grade level benchmark in reading on PSAT from 16% to 25% by May 2024.

**Strategy 1:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy's Expected Result/Impact:** Increase the percentage of students who meet the grade level benchmark in reading on PSAT.

**Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Focused PLC meetings with administrator and district instructional specialist. Each meeting with use the district PLC format to assist with improving student performance. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Emphasize teacher support with QTEL and AVID training and tier one lesson planning in the areas of language acquisition, ESL strategies, and being culturally responsive to our student needs.

**Strategy's Expected Result/Impact:** Increase the number of students who exit the LEP program.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide professional development on QTEL and AVID strategies the first week teachers are back on contract. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators, AVID Site Team <b>Date(s) / Timeframe:</b> August <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 3:** Provide online SAT study materials for students to assist with increasing their knowledge in math for the PSAT and SAT.

**Strategy's Expected Result/Impact:** Increase PSAT and SAT math scores

**Staff Responsible for Monitoring:** Ms. Saldivar

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase online learning for PSAT and SAT. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Ms. Saldivar <b>Date(s) / Timeframe:</b> Oct.-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person and online  <b>Funding Sources:</b> Online learning material for SAT/PSAT - Gifted & Talented (199 PIC 21) - - \$5,435	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. <b>Root Cause:</b> English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

**District Goal 1:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 43% to 53% by May 2023.

Increase the percentage of SPED students who score Meets or above on STAAR English I from 9% to 15% by May 2023.

**High Priority**

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percentage of SPED students who score Meets or above on STAAR English I

**Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hire a teacher with strong foundation in helping EB students improve their STAAR scores using QTEL and EL strategies. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire a Title I teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-24F10 - \$69,598		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Hire a teacher assistant to provide additional support in the classroom to students. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Hire a teacher assistant - Title I (211) - 211-11-6129-04N-008-30-510-000000-24F10 - \$25,685	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide tutoring for students to extend learning. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrators, Teachers <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04N-008-30-510-000000-24F10 - \$11,999.50	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Provide technology to assist <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrator, teachers <b>Date(s) / Timeframe:</b> August-April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. <b>Root Cause:</b> English is not the primary language spoken at home and academic vocabulary is only interacted with at school.



### Student Learning

**Problem Statement 2:** Achievement on all STAAR EOC assessments for students identified as Special Education must increase 8%-10%. **Root Cause:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

**District Goal 1:** 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.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 53% to 63% by May 2023.

Increase the percentage of SPED students from 5% to 10% by May 2023.

**High Priority**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring Fundamental Four to improve literacy using District approved resources (StudySync/ThinkCerca/Advanced Academics).

**Strategy's Expected Result/Impact:** Increase the percentage of SPED students who score Meets or above on STAAR English I

**Staff Responsible for Monitoring:** Administrators, Instructional Coach

**Title I:**

2.4, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> On campus professional development to ensure proper use of literacy framework. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

**Strategy 2:** Hire a teacher with strong foundation in helping EB students improve their STAAR scores using QTEL and EL strategies.

**Strategy's Expected Result/Impact:** Strengthen reading skills among students.

**Staff Responsible for Monitoring:** Principal

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Demographics 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hire a teacher with strong foundation in helping EB students improve their STAAR scores using QTEL and EL strategies. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire a Title I teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-24F10 - \$61,200		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**School Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. <b>Root Cause:</b> English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
Student Learning
<b>Problem Statement 2:</b> Achievement on all STAAR EOC assessments for students identified as Special Education must increase 8%-10%. <b>Root Cause:</b> Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.
School Processes & Programs
<b>Problem Statement 1:</b> Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. <b>Root Cause:</b> Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of 10th grade male students who meet the grade level benchmark in math on PSAT from 8% to 15% by May 2024.  
Increase the percentage of 9th grade female students who meet the grade level benchmark in math on PSAT from 16% to 25% by May 2024.

**Strategy 1:** Provide innovative classroom materials and supplies for math teachers to use for PSAT study sessions.

**Strategy's Expected Result/Impact:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 35% to 45% by May 2024.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**Title I:**  
2.4  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide classroom materials and supplies for teachers <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-April 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Classroom supplies and materials for instructional use - Title I (211) - 211-11-6399-04N-008-30-510-000000-24F10 - \$13,500	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504.  
**Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

**District Goal 2:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Approaches or above on STAAR Algebra I from 62% to 72% by May 2023. Increase the percentage of SPED students from 35% to 40% by May 2023.

**Strategy 1:** Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percent of first time testers who score at Approaches or above on STAAR Alg I.  
Increase the percent of Alg I students who pass the class and stay ON TRACK.

**Staff Responsible for Monitoring:** Teachers, Leadership Team, Administrators

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide additional support of ED and EL students and their teachers by providing a teacher assistant. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire a Title I teacher assistant - Title I (211) - 211-11-6129-04N-008-30-510-000000-24F10 - \$22,399, Hire a Title I teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-24F10 - \$69,533	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide data to increase instructional focus and rigor <b>Intended Audience:</b> Teachers and Administrators <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04N-008-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Develop the capacity of 9-12 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Approaches or above on STAAR Algebra I.

**Staff Responsible for Monitoring:** Instructional Coach, Administrators

**Title I:**

2.4

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide professional development for teachers <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-June 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Professional Development for Teachers - Title I (211) - 211-13-6411-04N-008-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide professional development for administrators <b>Intended Audience:</b> Administrators <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-June 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Professional Development for administrators - Title I (211) - 211-23-6411-04N-008-30-510-000000-24F10 - \$4,999	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide on campus professional development for staff covering EL strategies. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-March 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Provide ink for classroom printers to print supplemental student materials for EB and SPED students. <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> Aug.-April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Ink for classroom printers - SPED (199 PIC 23) - - \$13,889	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 3:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Approaches or above on STAAR Algebra I.

**Staff Responsible for Monitoring:** Administrators, Instructional Coach

**TEA Priorities:**

Build a foundation of reading and math



- ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide innovative classroom materials and supplies for math teachers. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Administrators, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Classroom Supplies and Materials - Title I (211) - 211-11-6399-04N-008-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide opportunities for rise students to work on student performance task in math through cooking. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> Aug.-April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Purchase cooking items - SPED (199 PIC 23) - - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide supplies and materials for CTE classes so that daily instruction is provided at the depth and complexity. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> Aug - April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Supplies and Materials - CTE (199 PIC 22) - - \$39,304	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

## School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. <b>Root Cause:</b> English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
Student Learning
<b>Problem Statement 2:</b> Achievement on all STAAR EOC assessments for students identified as Special Education must increase 8%-10%. <b>Root Cause:</b> Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.
School Processes & Programs
<b>Problem Statement 1:</b> Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. <b>Root Cause:</b> Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 80% to 90% by June 2024.

**High Priority**

**Strategy 1:** Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator

**Staff Responsible for Monitoring:** Principal, Advanced Academic Coordinator

**Title I:**

2.4





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hire a Title I teacher who dedicates time to introducing freshmen to CCMR experiences. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire Title I teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-24F10 - \$72,571		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator

**Staff Responsible for Monitoring:** Principal, Post Secondary Readiness Coordinator

**Title I:**

2.4

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Increase the number of students who are accepted to a four year university <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Go Center, PSRC, Counselors, Principal <b>Date(s) / Timeframe:</b> November 2023-April 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Transportation for students - Title I (211) - 211-11-6412-04N-008-30-510-000000-24F10 - \$5,000 , Tutoring - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>					

**Strategy 3:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator

**Staff Responsible for Monitoring:** Administrators, Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide additional support for SPED students and their teachers <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Specialist <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Provide additional support for SPED students and their teachers - Title I (211) - 211-11-6399-04N-008-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> North Side High School's graduation rate is 90% with the highest percentage of students failing to matriculate between freshman and sophomore year. <b>Root Cause:</b> First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.
<b>Problem Statement 2:</b> Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. <b>Root Cause:</b> English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
School Processes & Programs
<b>Problem Statement 1:</b> Development of apathy and disassociation due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. <b>Root Cause:</b> Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.
<b>Problem Statement 2:</b> Students are not successful on industry certifications and need to increase by 8%. <b>Root Cause:</b> Teachers cannot readily adjust curriculum and lesson alignment to industry certification exams.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 84% to 89% by May 2023.  
Increase the percentage of Grade 9 male students "On Track" from 83% to 88% by May 2023.

**Strategy 1:** Offer incentives for improved grades and attendance.

**Strategy's Expected Result/Impact:** Increase the percent of students who stay On Track for the year.

**Staff Responsible for Monitoring:** Freshmen Success Coach

**Title I:**

2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Offer snacks and incentives for improved grades and attendance. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Freshmen Success Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Snacks and Incentives - Title I (211) - 211-11-6499-04N-008-30-510-000000-24F10 - \$2,500, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$3,528		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> North Side High School's graduation rate is 90% with the highest percentage of students failing to matriculate between freshman and sophomore year. <b>Root Cause:</b> First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 60% to 70% by June 2024.

Increase the percentage of SPED students from 9% to 15% by June 2024.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 4:** Increase the percentage of Grade 11 students who meet SAT or ACT criteria for CCMR from 8% to 15% by June 2024.  
Increase the percentage of Grade 11 female students on math SAT or ACT from 7% to 15% by June 2024.



**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the percentage of students who lose credit due to having excessive absences (1 or more courses below 90% attendance) from 73% to 63% by May 2023.

**High Priority**

**Strategy 1:** Provide classes room phones for teachers to make parent phone calls dealing with student attendance, behavior, and grades.

**Strategy's Expected Result/Impact:** Decrease the amount of students who lose credit in classes.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.5, 2.6, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Freshmen Success Teachers' room phones for teachers to make parent phone calls dealing with student attendance, behavior, and grades. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> Phone  <b>Funding Sources:</b> Phones for classrooms - Title I (211) - 211-11-6398-04N-008-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide after school extension activities to make up excessive absences. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> October-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> North Side High School's graduation rate is 90% with the highest percentage of students failing to matriculate between freshman and sophomore year. <b>Root Cause:</b> First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the number of out of school suspensions for 9th grade students from 34 to 25 by May 2024.

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys.

**Strategy's Expected Result/Impact:** Improve Daily attendance

**Staff Responsible for Monitoring:** Administrators, Family Engagement Specialist

**Title I:**

2.6, 4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide parent phone call for every student who has 1-2 absences. Provide face to face parent meetings for students who have more than 3 absences in a semester <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person, Phone, Virtual  <b>Funding Sources:</b> Hire Family Engagement Specialist - Title I (211) - 211-61-6119-04L-008-30-510-000000-24F10 - \$11,205, Snacks for parent activities - Parent Engagement - 211-61-6499-04L-008-30-510-000000-24F10 - \$500, Supplies for parent involvement - Parent Engagement - 211-61-6399-04L-008-30-510-000000-24F10 - \$6,340		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide trainings for parents monthly to support improved attendance and discipline. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person, Virtual  <b>Funding Sources:</b> Extra duty pay for Family Engagement Specialists - Parent Engagement - 211-61-6116-04L-008-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Student attendance has decreased by more than 2 percentage points to 92.04% at the end of the first semester. <b>Root Cause:</b> Attendance is impacted by student apathy, unfilled teacher vacancies, and students being employed during the school day to help the family unit. This would be countered with identified schoolwide strategies for engagement, identify retired teachers to return to substitute, and master calendar monthly family engagement activities for parents to engage with school personnel.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Hire a Title I teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-24F10	\$69,598.00
1	2	1	2	Hire a teacher assistant	Teacher Assistant	211-11-6129-04N-008-30-510-000000-24F10	\$25,685.00
1	2	1	3	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-008-30-510-000000-24F10	\$11,999.50
1	3	2	1	Hire a Title I teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-24F10	\$61,200.00
2	1	1	1	Classroom supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-24F10	\$13,500.00
2	2	1	1	Hire a Title I teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-24F10	\$69,533.00
2	2	1	1	Hire a Title I teacher assistant	Teacher Assistant	211-11-6129-04N-008-30-510-000000-24F10	\$22,399.00
2	2	1	2	Data Analyst	Data Analyst	211-13-6119-04N-008-30-510-000000-24F10	\$86,946.00
2	2	2	1	Professional Development for Teachers	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-008-30-510-000000-24F10	\$5,000.00
2	2	2	2	Professional Development for administrators	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-008-30-510-000000-24F10	\$4,999.00
2	2	3	1	Classroom Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-24F10	\$2,000.00
3	1	1	1	Hire Title I teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-24F10	\$72,571.00
3	1	2	1	Transportation for students	Transportation costs for students	211-11-6412-04N-008-30-510-000000-24F10	\$5,000.00
3	1	3	1	Provide additional support for SPED students and their teachers	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-24F10	\$5,000.00
3	2	1	1	Snacks and Incentives	Snacks or incentives for students	211-11-6499-04N-008-30-510-000000-24F10	\$2,500.00
4	1	1	1	Phones for classrooms	Equipment	211-11-6398-04N-008-30-510-000000-24F10	\$2,000.00
4	2	1	1	Hire Family Engagement Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-008-30-510-000000-24F10	\$11,205.00
Sub-Total							\$471,135.50

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$471,135.50
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$5,000.00
3	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$3,528.00
4	1	1	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$15,000.00
<b>Sub-Total</b>							\$23,528.00
<b>Budgeted Fund Source Amount</b>							\$23,528.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Supplies for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-008-30-510-000000-24F10	\$6,340.00
4	2	1	1	Snacks for parent activities	Snacks for Parents to promote participation	211-61-6499-04L-008-30-510-000000-24F10	\$500.00
4	2	1	2	Extra duty pay for Family Engagement Specialists	Extra Duty for parental involvement	211-61-6116-04L-008-30-510-000000-24F10	\$3,000.00
<b>Sub-Total</b>							\$9,840.00
<b>Budgeted Fund Source Amount</b>							\$9,840.00
<b>+/- Difference</b>							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	Online learning material for SAT/PSAT	GENERAL SUPPLIES		\$5,435.00
Sub-Total							\$5,435.00
Budgeted Fund Source Amount							\$5,435.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	3	3	Supplies and Materials	GENERAL SUPPLIES		\$39,304.00
Sub-Total							\$39,304.00
Budgeted Fund Source Amount							\$39,304.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	4	Ink for classroom printers	GENERAL SUPPLIES		\$13,889.00
2	2	3	2	Purchase cooking items	GENERAL SUPPLIES		\$1,000.00
Sub-Total							\$14,889.00
Budgeted Fund Source Amount							\$14,889.00
+/- Difference							\$0.00
Grand Total Budgeted							\$564,131.50
Grand Total Spent							\$564,131.50
+/- Difference							\$0.00

# Addendums



## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Vyktoria Carmack

Employee Signature:  Date: 9/19/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Fort Worth, Texas 76116  
OFFICE 817.814.2291

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

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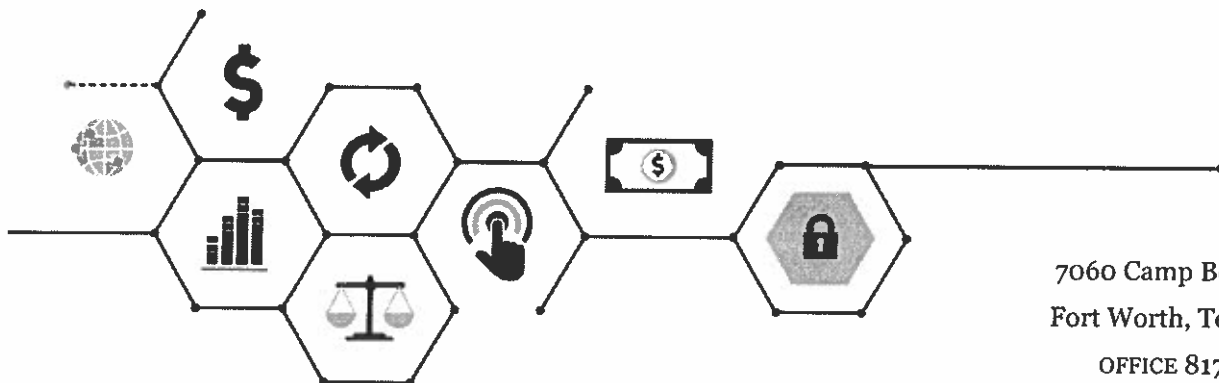
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): William Elder

Employee Signature:  Date: 7/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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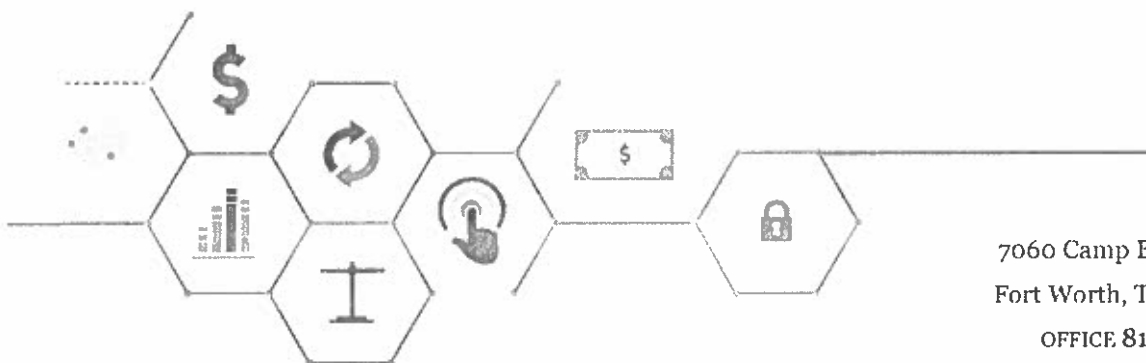
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Professional pay rate: \$35 per hour

Employee Name (please print): Nicholas Brady

Employee Signature: [Signature] Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print): Hailey Vogt

Employee Signature: Hailey Vogt Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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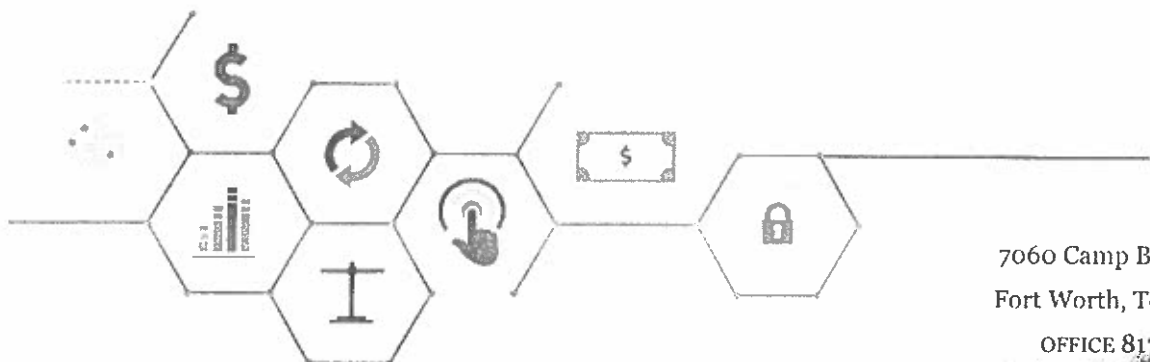
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Professional pay rate: \$35 per hour

Employee Name (please print): Helen Vidrine

Employee Signature: Helen Vidrine Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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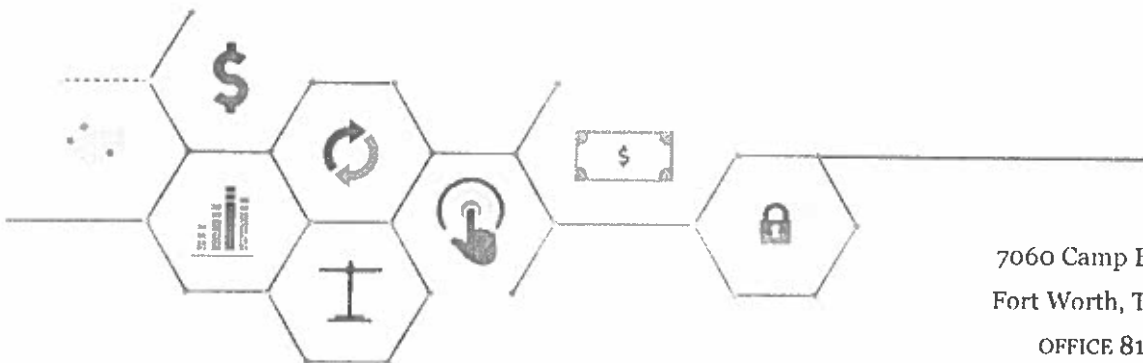
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Professional pay rate: \$35 per hour

Employee Name (please print): Sean Strange

Employee Signature:  Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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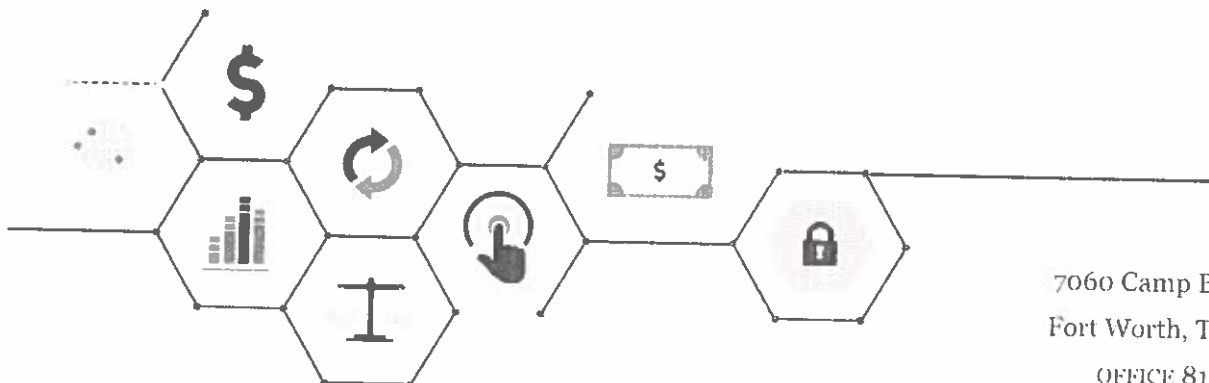
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Professional pay rate: \$35 per hour

Employee Name (please print): Janna Russell-Grasher

Employee Signature: Janna Russell-Grasher Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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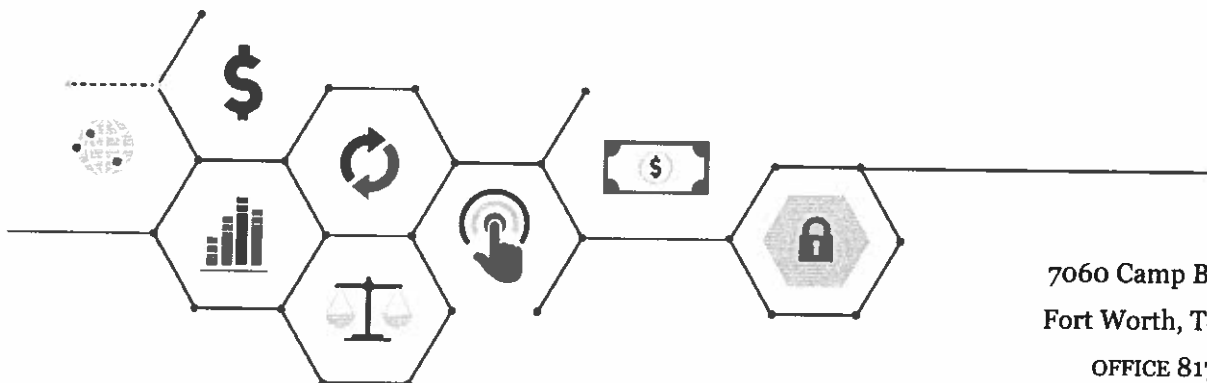
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Professional pay rate: \$35 per hour

Employee Name (please print): Jesus J. Sanchez Ortiz

Employee Signature: [Signature] Date: 9-18-2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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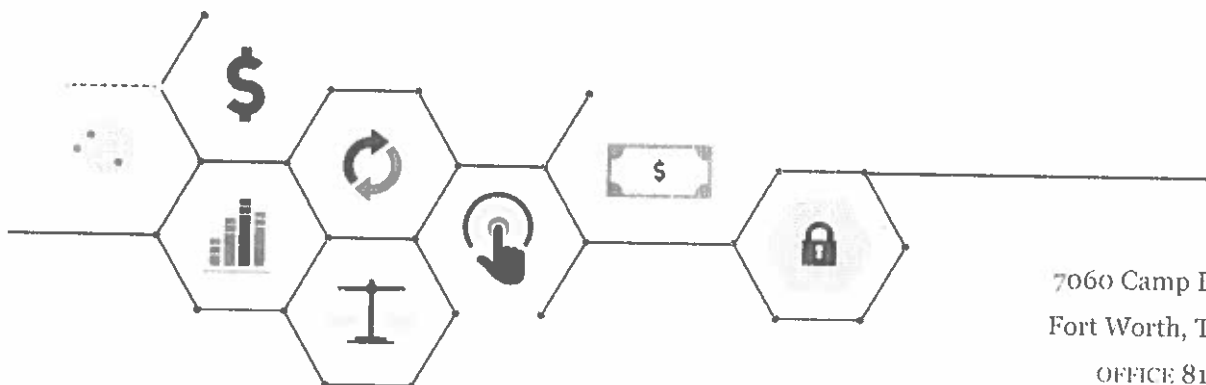
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Professional pay rate: \$35 per hour

Employee Name (please print): Jan Granger

Employee Signature: Jan Granger Date: 9-18-23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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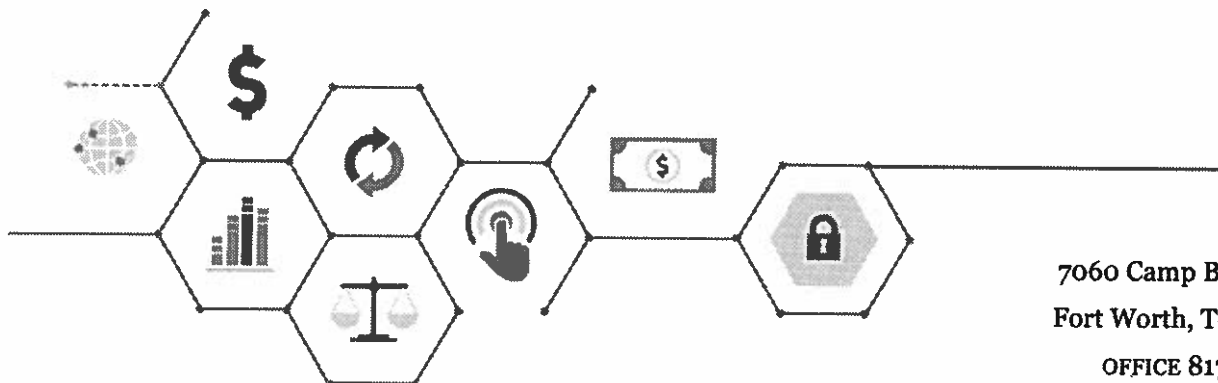
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Professional pay rate: \$35 per hour

Employee Name (please print): Kayla Crump

Employee Signature:  Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Joshua Velez

Employee Signature:  Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print): MELINDA BROCK

Employee Signature: Melinda Brock Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Fort Worth, Texas 76116  
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# Memorandum

**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

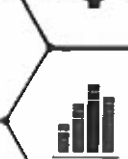
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Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Armenta-Candelaria, Chief Financial Officer



100 N. University Dr., Ste. SW 205  
Fort Worth, Texas 76107  
OFFICE 817.814.2282

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print): Tammy Baca

Employee Signature: Tammy Baca

Date: 9-18-23

Supervisor Signature: Andrew Spencer

Date: 9-18-2023



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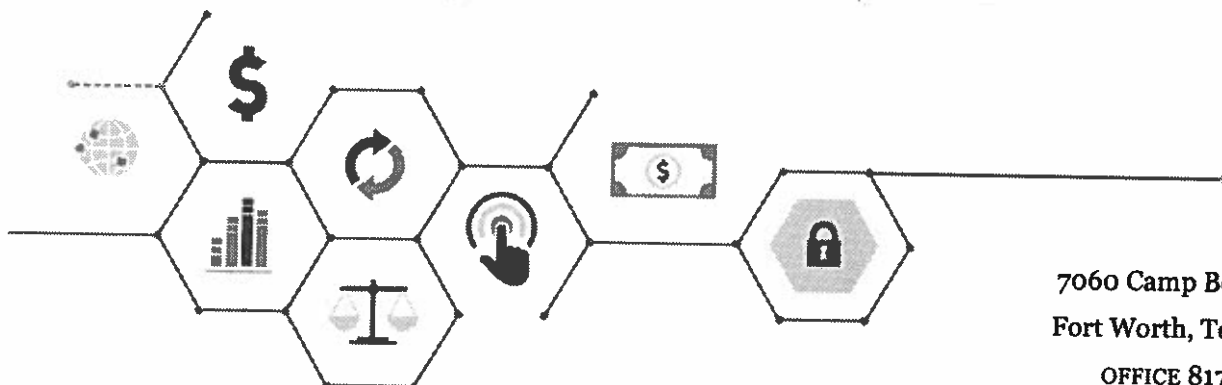
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Professional pay rate: \$35 per hour

Employee Name (please print): Crystal Razo Garcia

Employee Signature: [Signature] Date: 09/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Eric Gonzales

Employee Signature: [Signature] Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Eddy Baute

Employee Signature: [Signature] Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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# Memorandum

**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgilt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

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Carmen Angela-Candelaria, Chief Financial Officer



100 N. University Dr., Ste. SW 205  
Fort Worth, Texas 76107  
OFFICE 817.814.2282

# Memorandum

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Carmen Arredondo-Candelaria, Chief Financial Officer



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Professional pay rate: \$35 per hour

Employee Name (please print): Shannon McGregor

Employee Signature: Shannon McGregor Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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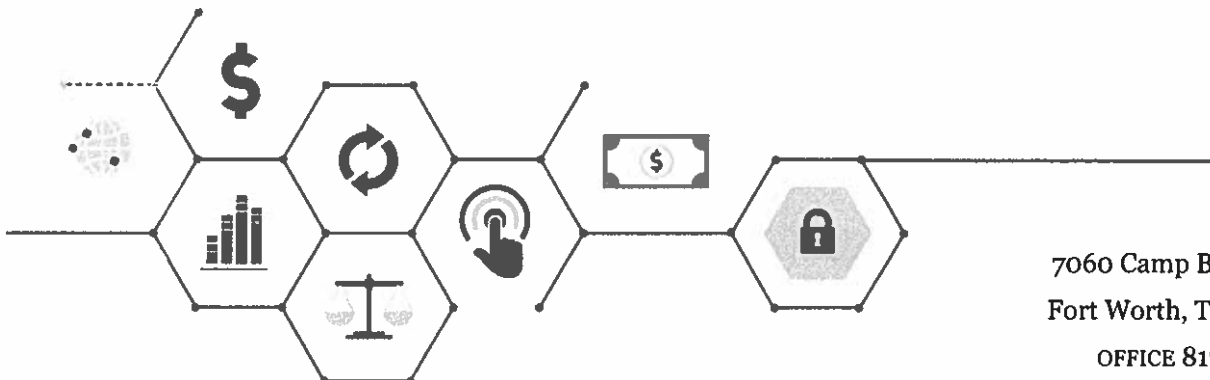
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Professional pay rate: \$35 per hour

Employee Name (please print): Juan Rios

Employee Signature: [Signature] Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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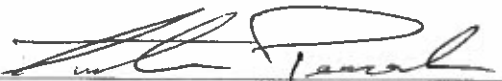
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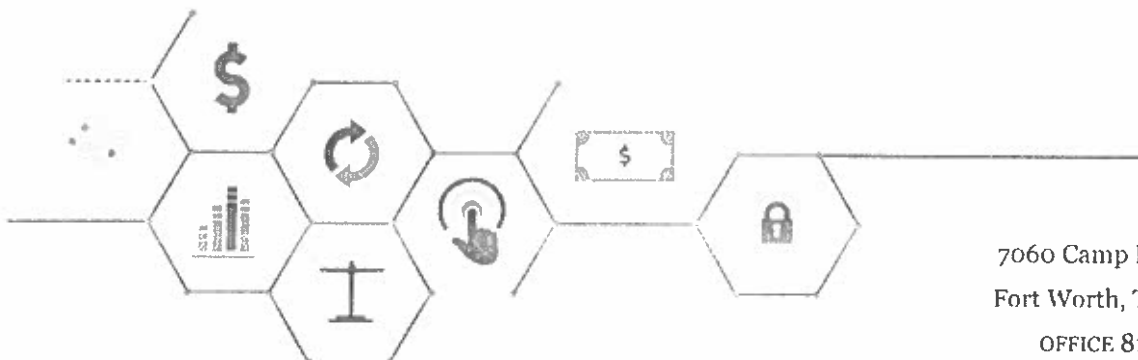
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Professional pay rate: \$35 per hour

Employee Name (please print): Austin Peacock

Employee Signature:  Date: 9-18-23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Fort Worth, Texas 76116  
OFFICE 817.814.2291

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☐ Professional Development attendance or planning

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I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print):

Michael Legorreta

Employee Signature:

Michael Legorreta

Date:

8/18/2023

Supervisor Signature:

Date:



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291



## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print):

Andrea Guerrero

Employee Signature:

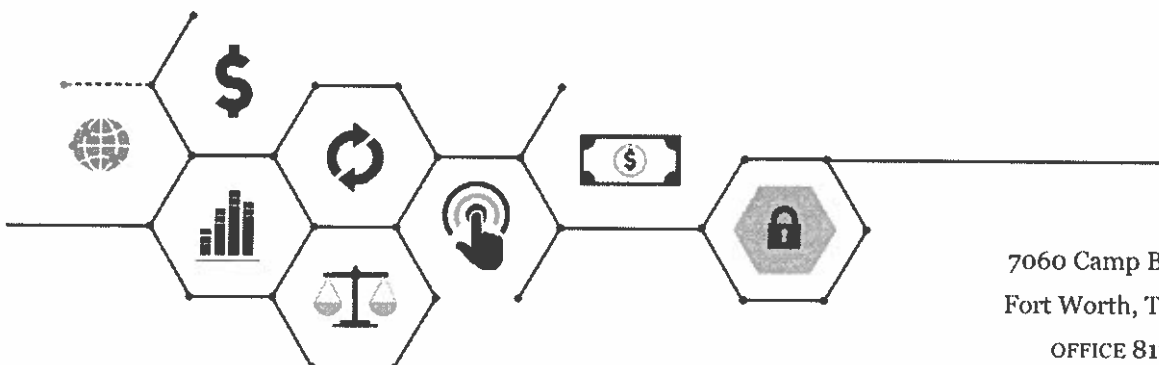
*Andrea Guerrero*

Date:

9/18/2023

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print):

Jose Lopez

Employee Signature:

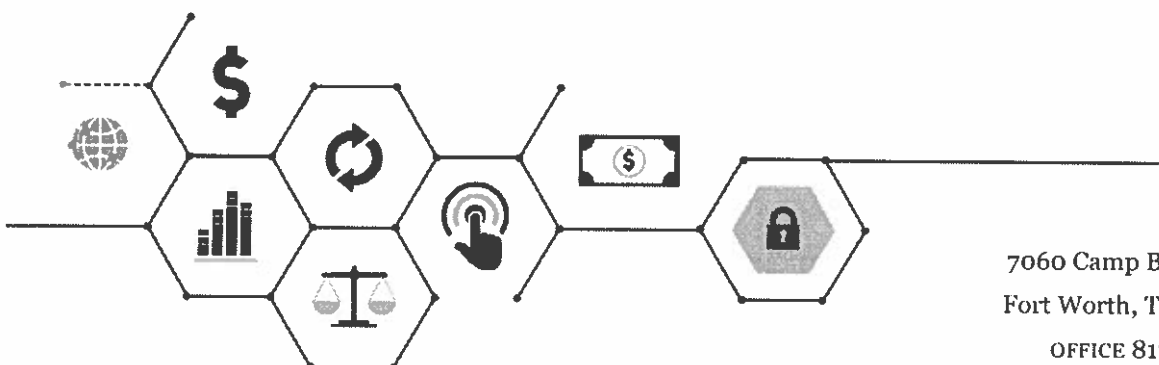
*[Handwritten Signature]*

Date:

9-18-23

Supervisor Signature:

Date:



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

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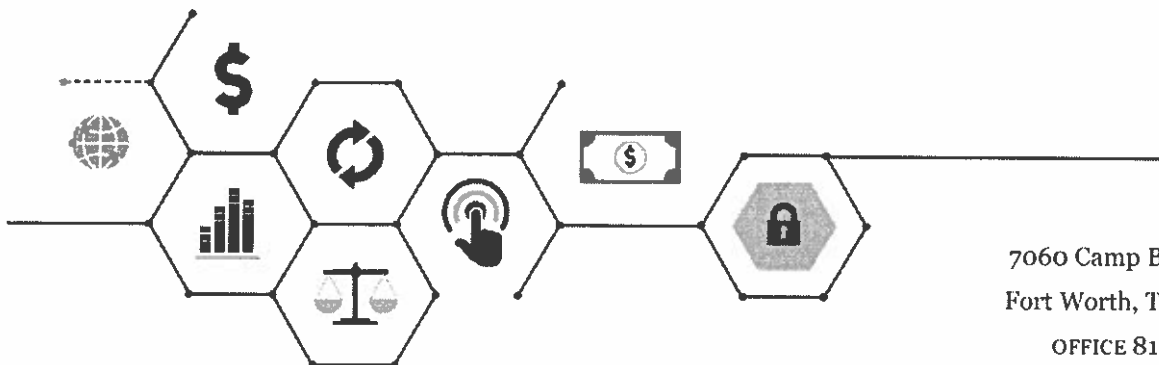
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): DeeAnn Silkes

Employee Signature: Dee Ann Silkes Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Fort Worth, Texas 76116  
OFFICE 817.814.2291

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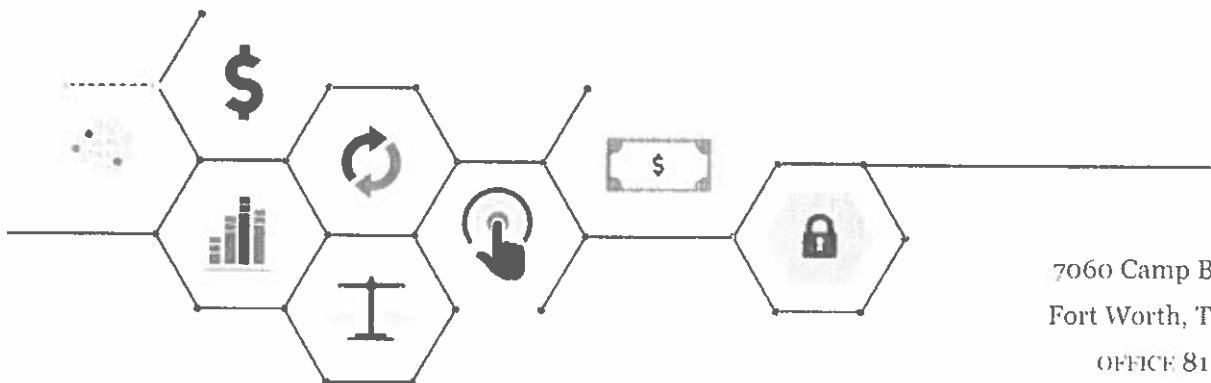
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Grant Johnston

Employee Signature: [Signature] Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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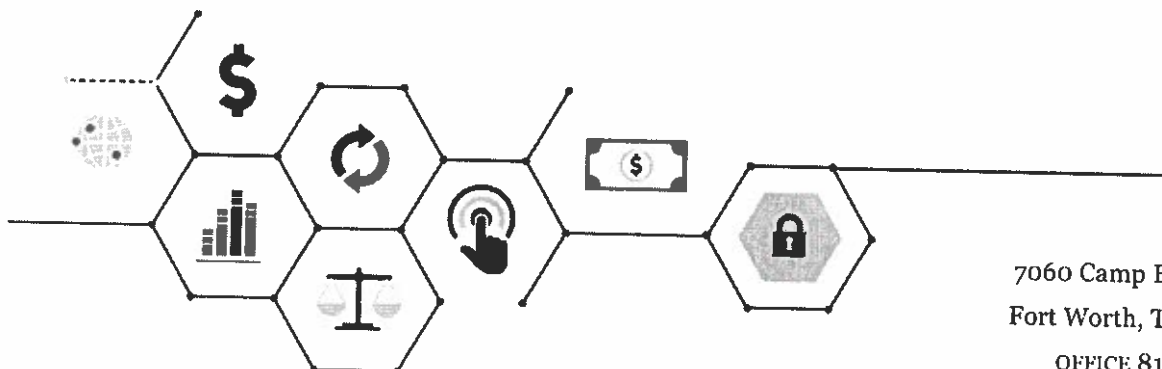
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Keren Tran

Employee Signature: [Signature] Date: 9-18-23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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OFFICE 817.814.2291

# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print):

Alexis Denise ORTIZ

Employee Signature:

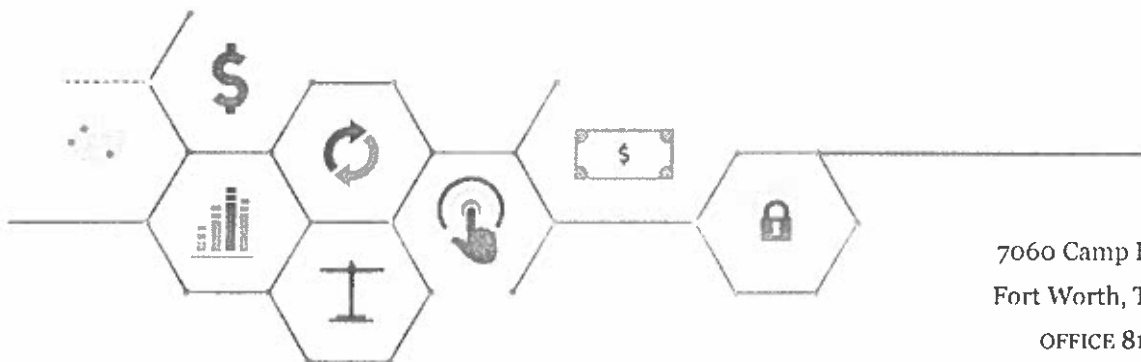
*[Handwritten Signature]*

Date:

9/18/23

Supervisor Signature:

Date:



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

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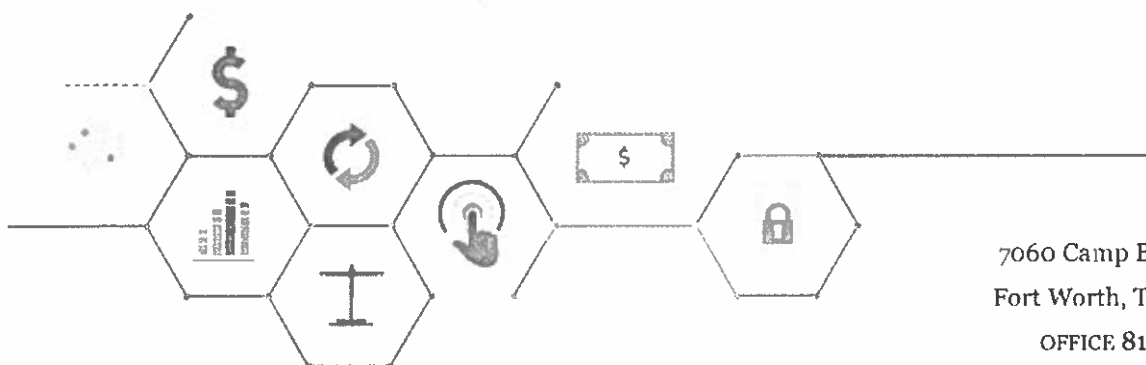
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Ana Razo

Employee Signature: Ana Razo Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

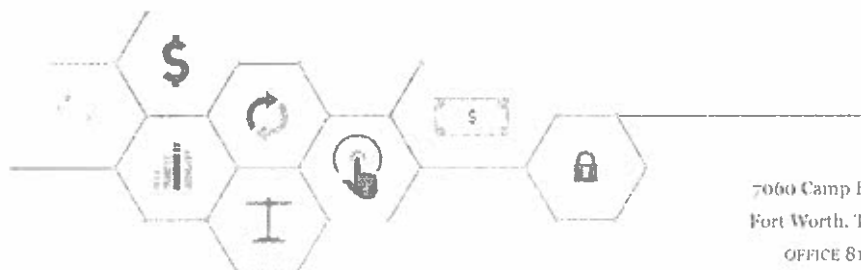
Employee Name (please print) Guadalupe Esparr

Employee Signature [Signature]

Date 9/18/23

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_



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# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print):

RUSSELL KUVANS

Employee Signature:

*Russell Kuvans*

Date:

9/18/23

Supervisor Signature:

Date:



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

# Memorandum

**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

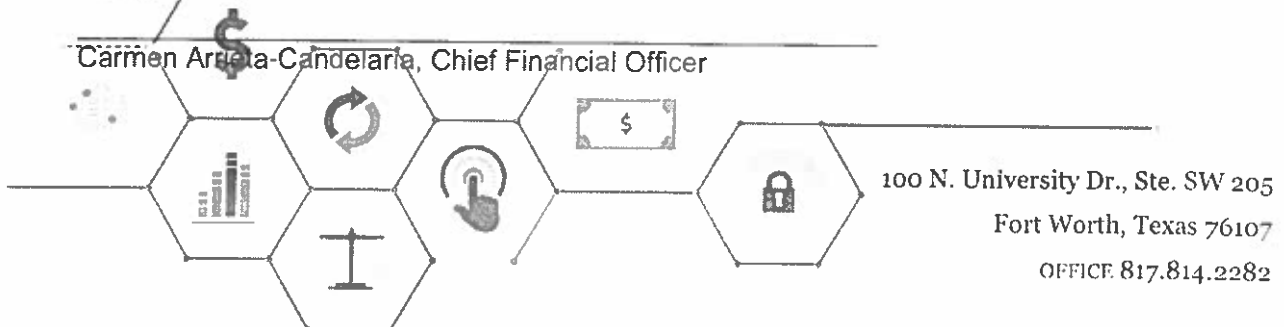
- ☐ Tutoring for students at-risk of failing to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☐ Attendance Recovery
- ☐ Professional Development attendance or planning

As a work agreement extension with Fort Worth ISD, each employee is expected to follow all rules and regulations that are part of their regular duties. A timesheet and other documentation materials must be provided as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Arriola-Candelaria, Chief Financial Officer



## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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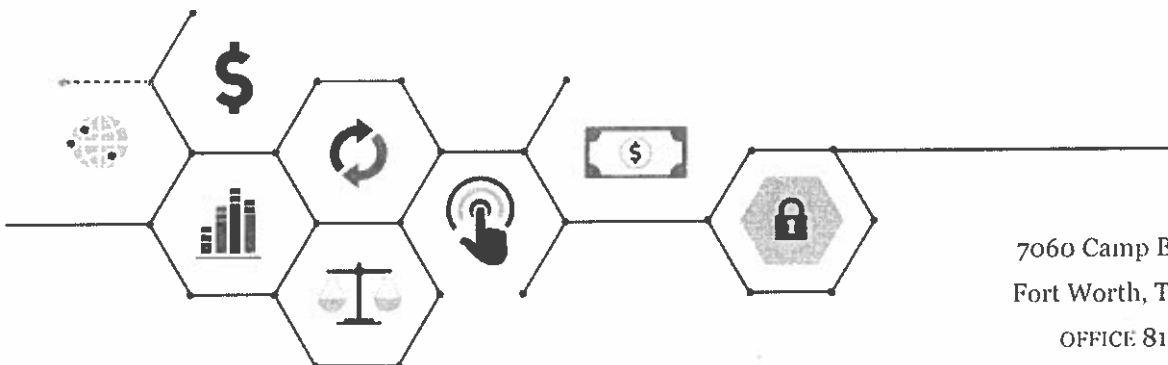
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Jessica Arreola Cardenas

Employee Signature: Jessica Arreola Cardenas Date: 9/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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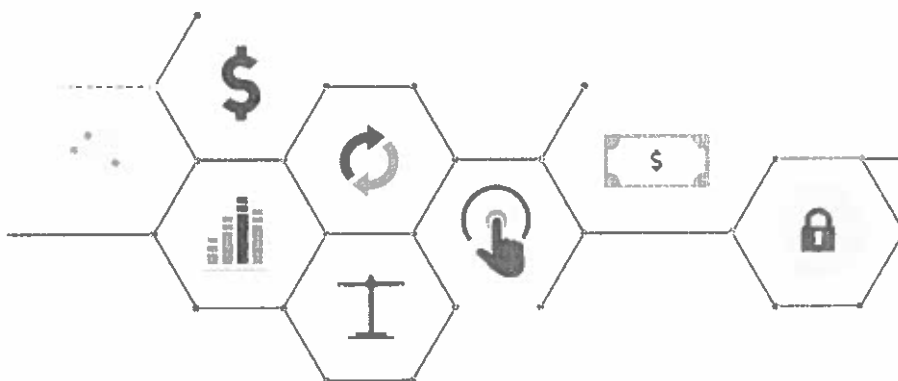
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Bridget Hernandez

Employee Signature: Bridget Date: 09/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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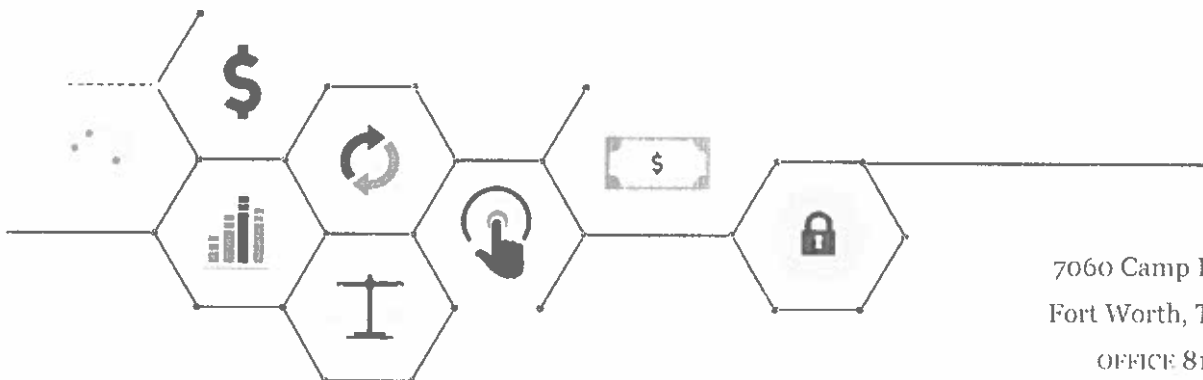
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Liliana Sigala

Employee Signature: *Liliana Sigala* Date: 09/18/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Donna Frazer

Employee Signature: Donna Frazer Date: 9/18/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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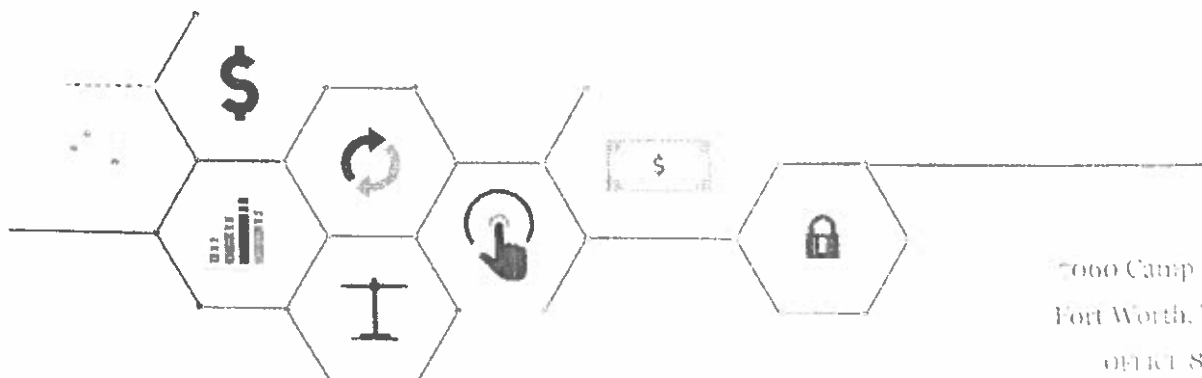
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Professional pay rate: \$35 per hour

Employee Name (please print): Sherri Chasteen

Employee Signature: [Signature] Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.811.2733

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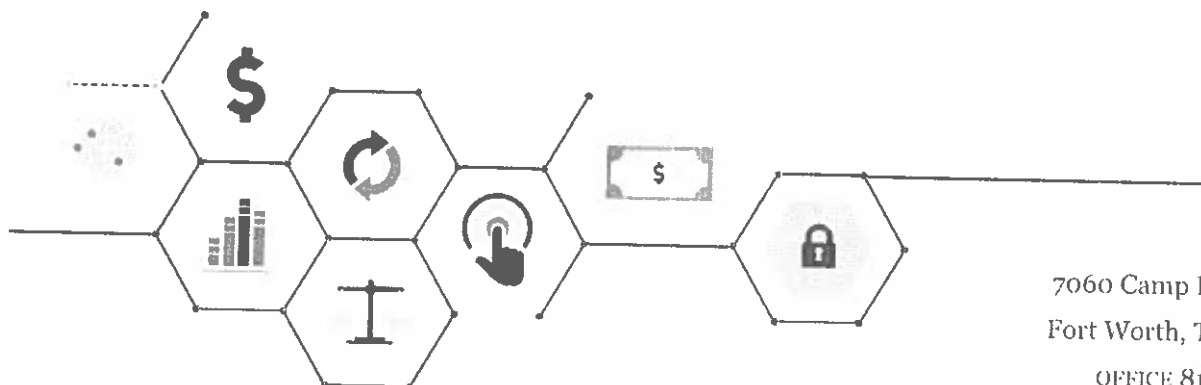
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Lizbeth Dominguez

Employee Signature: [Signature] Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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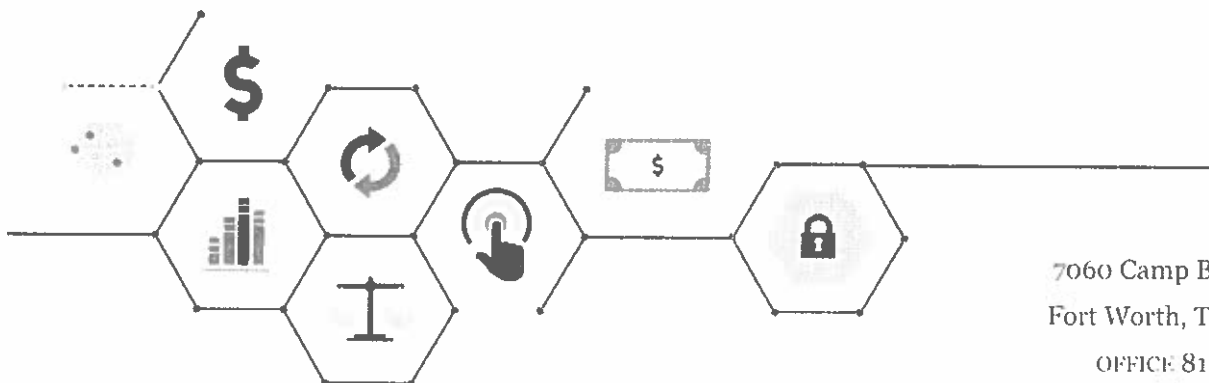
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Professional pay rate: \$35 per hour

Employee Name (please print): Airam Amaya

Employee Signature:  Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

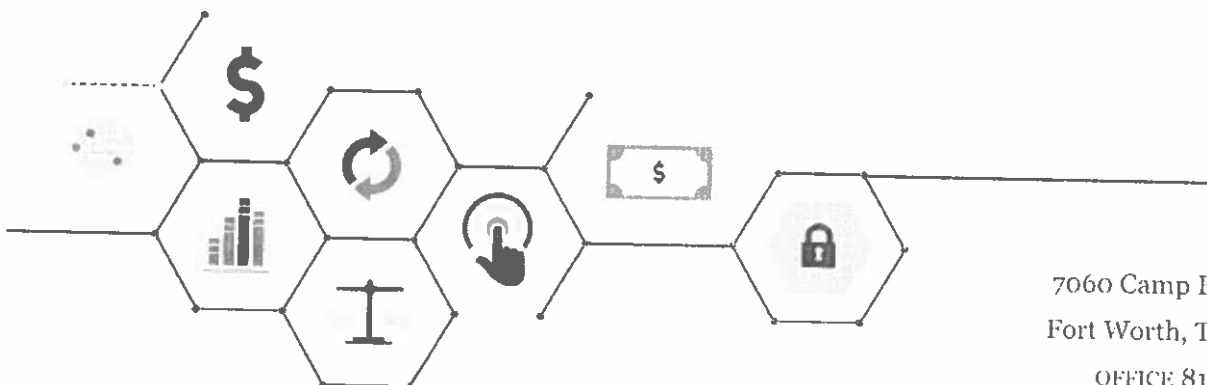
Employee Name (please print): Jeana Schweikhard

Employee Signature: Jeana Schweikhard

Date: 09/15/2023

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Jacqueline Navarrete

Employee Signature: [Signature] Date: 09/15/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): David Williams

Employee Signature: \_\_\_\_\_

Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): Tammy Looney

Employee Signature: *Tammy Looney* Date: 15 Sep 2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



7060 Camp Bowie Blvd.  
Fort Worth, Texas 76116  
OFFICE 817.814.2291

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print): Ruben Munoz

Employee Signature:  Date: 09/16/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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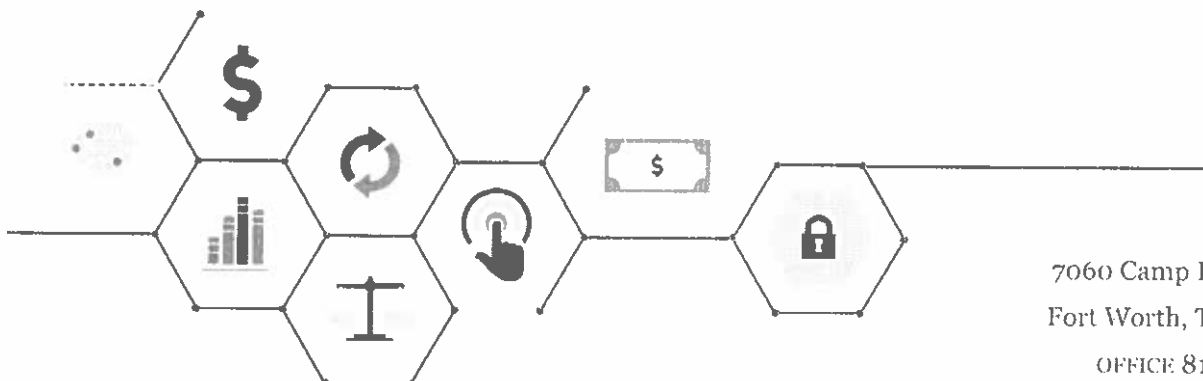
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Professional pay rate: \$35 per hour

Employee Name (please print): Jennifer Tuff

Employee Signature: [Signature] Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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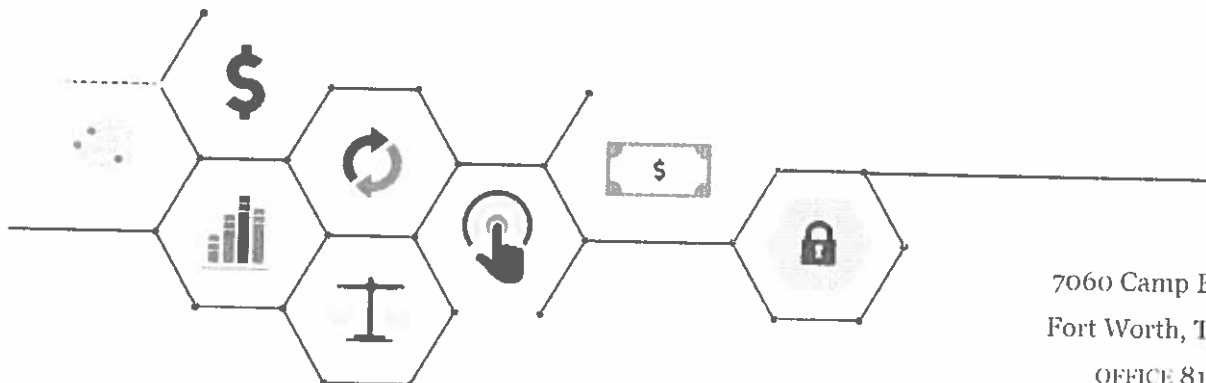
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Professional pay rate: \$35 per hour

Employee Name (please print): TONI DURST

Employee Signature:  Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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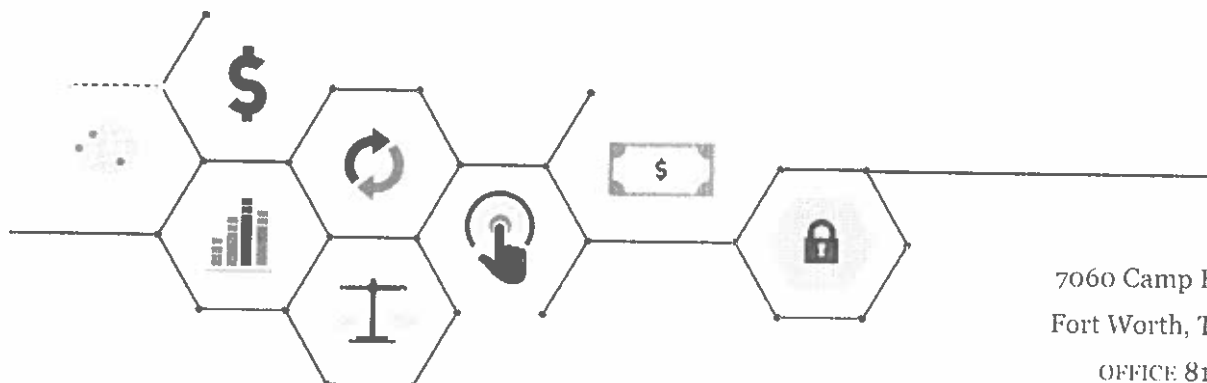
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Professional pay rate: \$35 per hour

Employee Name (please print): Megan Velez

Employee Signature: Megan Velez Date: 9/15/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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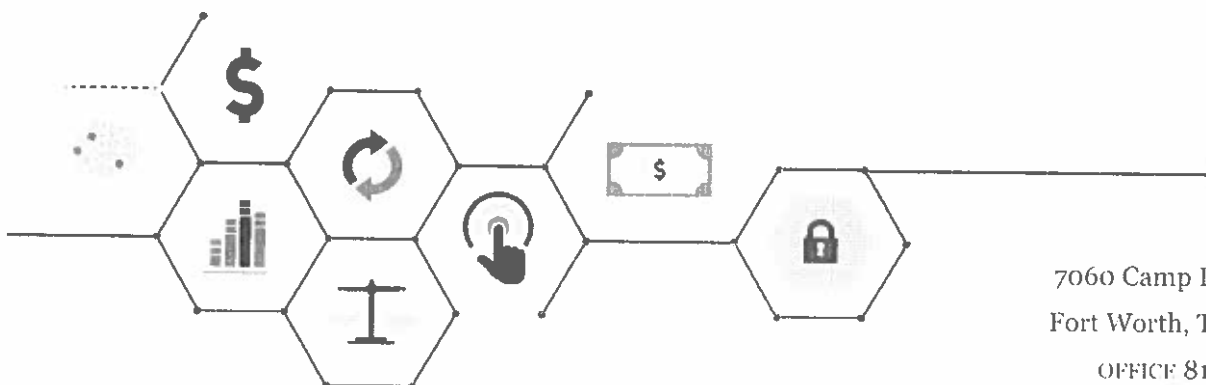
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Professional pay rate: \$35 per hour

Employee Name (please print): Natashia Peters

Employee Signature:  Date: 9/15/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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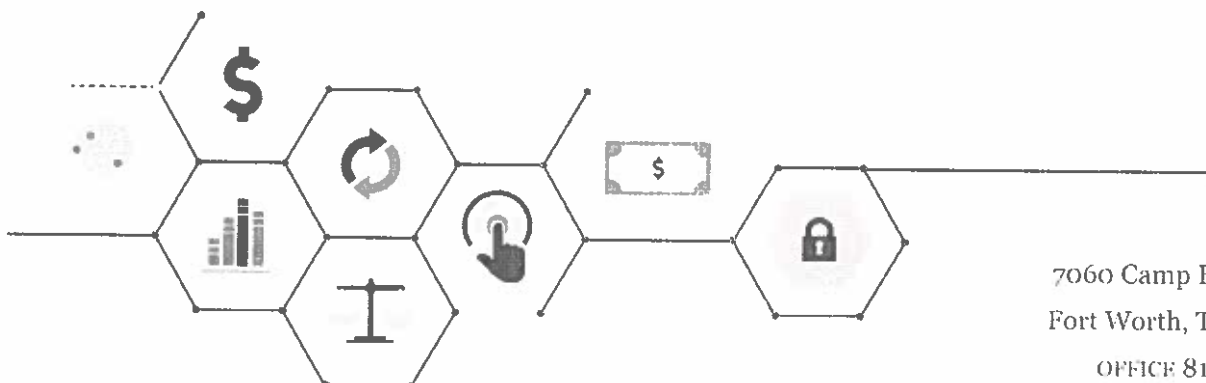
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Professional pay rate: \$35 per hour

Employee Name (please print): CARMELO CARALLERO

Employee Signature: CC Carallero Date: 9-15-2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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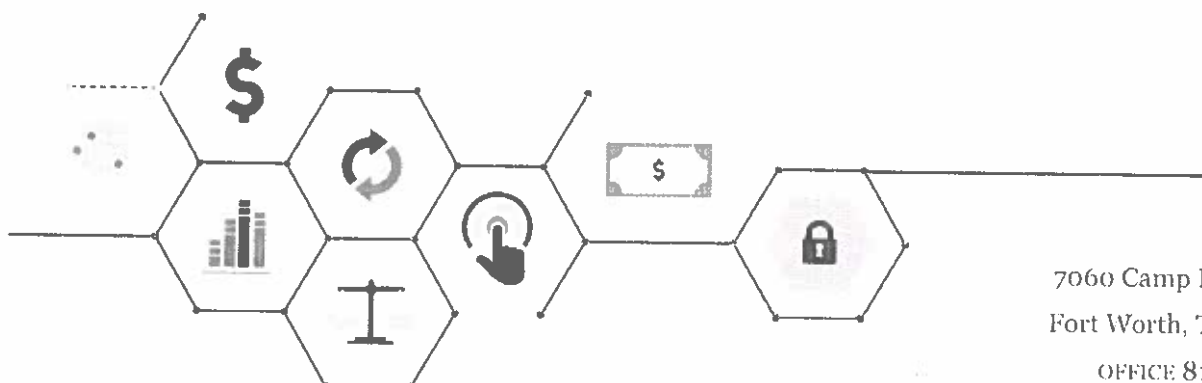
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Professional pay rate: \$35 per hour

Employee Name (please print): Henry Read

Employee Signature: [Signature] Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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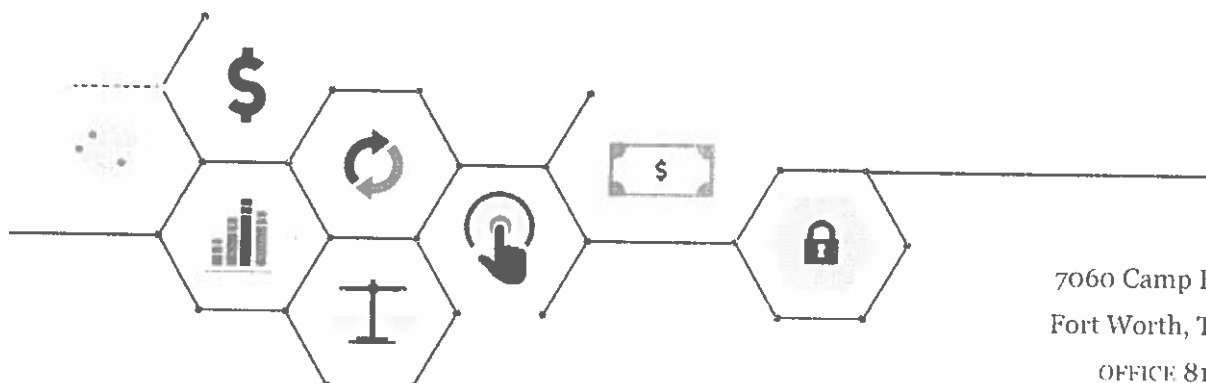
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Professional pay rate: \$35 per hour

Employee Name (please print): MV Sharpe

Employee Signature: MV Sharpe Date: 15 Sept 2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Professional pay rate: \$35 per hour

Employee Name (please print): David Reicheneker

Employee Signature: [Signature] Date: 9/15/2023

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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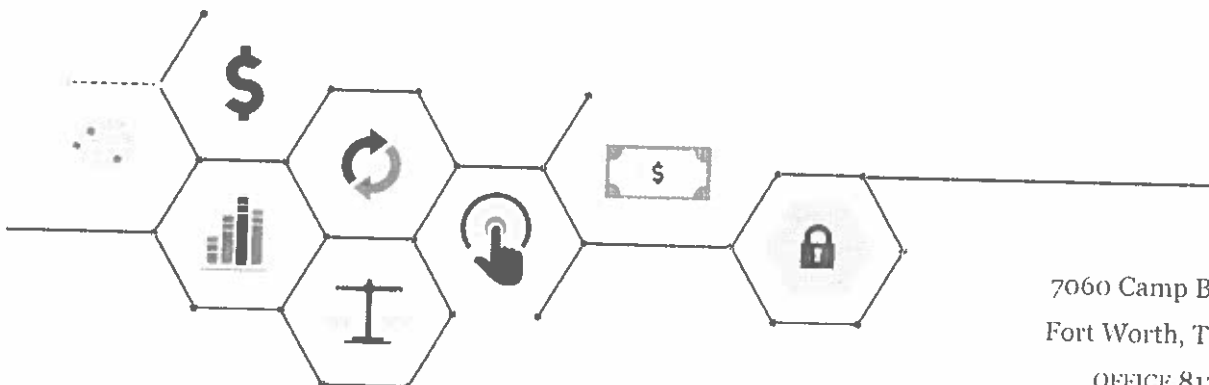
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Professional pay rate: \$35 per hour

Employee Name (please print): PARTH D. Bruggeman

Employee Signature: Parth D Bruggeman Date: 9/15/23

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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