WASC 2: The school should consider increasing the classroom instructional strategies to provide greater student engagement and reliable assessment data for more effective instruction.

Actions:
- Increase instructional strategies to enhance student engagement and learning.
- Use data to refine instructional strategies.

WASC 1: The school has been thoroughly and honestly in the evaluation of areas of growth and has clearly identified plans to address those growth areas; however, due to the scope and breadth of the evaluation, more detailed information is needed.

Recommendations:
- Provide more detailed information on areas of growth.
- Increase the scope and breadth of the evaluation.

WASC Critical Area of Need

Student learning outcomes:
- Redefine the expectations of student engagement using our current curriculum and resources.
- Ensure that learning is maintained and advanced.
- Increase student engagement and collaboration.

Future planning and the implementation of strategies in place should address the following:
- Physical safety concerns.
- Providing training to teachers to address these concerns.
- Addressing student and teacher concerns.
- Sustainability.

CNL 3: In summary, the comprehensive mental health program supports students and staff in collaboration with the implementation of our SEL program with fidelity.

Social health of all students:
- Address the mental health needs of students.
- Address chronic absenteeism and the mental and emotional health of all students.

CNL 2: Based on our analysis, our academic plan will include PD to support teachers in implementing the programs, innovations, and achievement.

Overall population health is emphasized. This emphasizes the need to continue training and use of school health initiatives to support our ELs.

CNL 1: In summary, the school is improving its focus in finding sources of personal safety and maintaining consistent, current, and comprehensive needs assessment.

Teaching & Learning Core: Equity and Excellence

In order to address equity, the school should identify and address the needs of special education students and their needs.
<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your Enduring Question to improve the achievement gap?</td>
<td>What is your Theory of Action (1-3) to improve the achievement gap?</td>
</tr>
</tbody>
</table>

WASC: 3.4 Though the Writing Team found that students' gains and schoolwide consideration, the school should continue to implement a range of strategies to ensure...

WASC: 3.5 Though student achievement in both English and Social Studies was above the state average and overall, this would indicate that the reteaching and additional support needs of students are met. However, further analysis is recommended to identify and describe any achievement gaps including but not limited to:

SW = Title 1 Crosswalk School Wide
CWA = Comprehensive Needs Assessment
NOTE: CWA = WASC Criteria relevant to need

---

A few highlights worth sharing:

- Improvements in the various subject areas have been observed in the school.
- Student performance in the areas of ELA, Writing, and Math has improved.
- Instructional strategies and interventions utilized have shown positive outcomes.

---

Table: Progress vs. (SW) A few highlights worth sharing:

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved curriculum alignment and implementation in the classroom.</td>
<td>Increased student engagement and performance in the long run.</td>
</tr>
</tbody>
</table>

---

Table: Summary of highlights:

- Improved instruction and performance in the long run.
- Enhanced student engagement and retention.
- Increased student performance in all core content areas.
- Overall student performance and behavior.
- Support for ongoing professional development.

---

Table: Evaluation of goals:

<table>
<thead>
<tr>
<th>Achievement Goal</th>
<th>What are your Enduring Questions to improve the achievement gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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Table: Next steps:

- Implement additional support for students in need.
- Continue to monitor and adjust strategies as necessary.
- Foster a culture of continuous improvement.

---

Table: Final considerations:

- The effectiveness of all strategies in place will be evaluated after the next cycle.
- This will help ensure the reteaching and additional support needs of students are met.
- Further analysis is recommended to identify and describe any achievement gaps including but not limited to:

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Table: Recommendations:

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- Enhance student engagement and performance in the long run.
- Support ongoing professional development.
- Foster a culture of continuous improvement.

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Table: Conclusion:

- Overall, the school is making progress with regards to student achievement.
- Further analysis is recommended to identify and describe any achievement gaps including but not limited to:

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Table: Key Takeaways:

- Improvements in student achievement have been observed in the areas of ELA, Writing, and Math.
- Instructional strategies and interventions utilized have shown positive outcomes.
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Table: Action Plan:

- Develop and implement additional support for students in need.
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- Support ongoing professional development.
- Foster a culture of continuous improvement.
<table>
<thead>
<tr>
<th>Improvement in the student growth and overall grade</th>
<th>Providing professional development in all areas of literacy and for all ELA teachers developed on site and in the...</th>
<th>Literacy needs identified in both our ELA and ESL classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WASC CA #7)</td>
<td>(FY #1)</td>
<td>(SW) (I)</td>
</tr>
<tr>
<td>- 3rd Grade Academic Progress</td>
<td>- Early Childhood Education Program</td>
<td>- 100% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>- El instruction in English (Cognitive, Read)</td>
<td>- Educational Linkage (English, Science, Social)</td>
<td>- 90% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>- English Language Learners (EL)</td>
<td>- Expectation of development and English Language Learners (EL)</td>
<td>- 80% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>- ELA 1 through English language proficiency and</td>
<td>- English Language Learners (EL) (FY #1)</td>
<td>- 70% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>- Social Emotional (WASC CA #1)</td>
<td></td>
<td>- 60% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>- Social Emotional (WASC CA #1)</td>
<td></td>
<td>- 50% English Proficiency on the WIDA</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Goal 1</td>
<td>Goal 2</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>ELA</td>
<td>Increase literacy proficiency for all students and improve academic instruction</td>
<td>Increase vocabulary instruction and improve student reading proficiency</td>
</tr>
<tr>
<td>Math</td>
<td>Develop higher order thinking skills through problem-solving strategies</td>
<td>Develop students' reasoning and problem-solving skills</td>
</tr>
<tr>
<td>Science</td>
<td>Increase number of students passing state standards</td>
<td>Increase number of students passing state standards</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Increase knowledge of historical events</td>
<td>Increase knowledge of historical events</td>
</tr>
<tr>
<td>Spanish</td>
<td>Increase proficiency in speaking and listening</td>
<td>Increase proficiency in speaking and listening</td>
</tr>
<tr>
<td>Art</td>
<td>Increase appreciation of art</td>
<td>Increase appreciation of art</td>
</tr>
</tbody>
</table>

**New Instructional Model**

- **ELA & Reading:**
  - Increase vocabulary instruction
  - Improve reading proficiency
- **Math:**
  - Develop higher order thinking skills through problem-solving strategies
- **Science:**
  - Increase number of students passing state standards
- **Social Studies:**
  - Increase knowledge of historical events
- **Spanish:**
  - Increase proficiency in speaking and listening
- **Art:**
  - Increase appreciation of art

**New Instructional Strategies**

- **ELA & Reading:**
  - Implement guided reading in the classroom
  - Use formative assessments to monitor student progress
- **Math:**
  - Implement problem-solving strategies
  - Use formative assessments to monitor student progress
- **Science:**
  - Implement inquiry-based learning
  - Use formative assessments to monitor student progress
- **Social Studies:**
  - Implement critical thinking skills
  - Use formative assessments to monitor student progress
- **Spanish:**
  - Implement oral proficiency activities
  - Use formative assessments to monitor student progress
- **Art:**
  - Implement creative expression
  - Use formative assessments to monitor student progress

**New Instructional Tools**

- **ELA & Reading:**
  - Use technology for vocabulary instruction
  - Use technology for reading proficiency
- **Math:**
  - Use technology for problem-solving strategies
  - Use technology for higher order thinking skills
- **Science:**
  - Use technology for inquiry-based learning
  - Use technology for experimentation
- **Social Studies:**
  - Use technology for critical thinking skills
  - Use technology for historical event research
- **Spanish:**
  - Use technology for oral proficiency activities
  - Use technology for creative expression
- **Art:**
  - Use technology for art projects
  - Use technology for creative expression
<table>
<thead>
<tr>
<th>Education</th>
<th>Health Conditions and Physical</th>
<th>Academic EL, Math, Writing, Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the development of students in critical areas</td>
<td>Specialized, professional development of SEL, students, and additional support</td>
<td>Leadership Team</td>
</tr>
</tbody>
</table>

- Conferences (CNA #1, CNA #2, CNA #3)
- Conferences, including those in these topics
<table>
<thead>
<tr>
<th>Continuous School Improvement</th>
<th>Supports addressing all three tiers: functional in operation with fidelity, intervention with parameters and evidence in place, comprehensive in all aspects of Tier 3.</th>
<th>Supports addressing all three tiers: functional in operation with fidelity, intervention with parameters and evidence in place, comprehensive in all aspects of Tier 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Voice? What are you designing?</td>
<td>What are your Measurable Outcomes around School Design and Student Voice</td>
<td>What are your Measurable Outcomes around School Design and Student Voice</td>
</tr>
<tr>
<td>SY 2022-23</td>
<td>SY 2023-24</td>
<td>SY 2024-25</td>
</tr>
</tbody>
</table>

**District Examples:**
- [SW C#1 (SW C#1)](SW C#1)
- [SW C#2 (SW C#2)](SW C#2)
- [SW C#3 (SW C#3)](SW C#3)

**Student Voice? What are you designing?**
- What are your Measurable Outcomes around School Design and Student Voice.
### Innovation in Support of the Core: School Design and Student Voice

**Outcome:**
- HITTSS (g) to ensure it is the case for the student
- HITTSS (f) to ensure it is the case for the student

<table>
<thead>
<tr>
<th>Grade</th>
<th>75% of Students</th>
<th>25% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>25/10</td>
<td>75/10</td>
</tr>
<tr>
<td>7th</td>
<td>32/16</td>
<td>68/16</td>
</tr>
<tr>
<td>8th</td>
<td>40/20</td>
<td>60/20</td>
</tr>
<tr>
<td>9th</td>
<td>50/25</td>
<td>50/25</td>
</tr>
</tbody>
</table>

**Goal Statement Will Be Used to Monitor Lessons Passed**

<table>
<thead>
<tr>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>Sep</td>
<td>Sep</td>
</tr>
<tr>
<td>Oct</td>
<td>Oct</td>
<td>Oct</td>
</tr>
<tr>
<td>Nov</td>
<td>Nov</td>
<td>Nov</td>
</tr>
<tr>
<td>Dec</td>
<td>Dec</td>
<td>Dec</td>
</tr>
</tbody>
</table>

**Whole School**

<table>
<thead>
<tr>
<th>Test from Report Card: Measures</th>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td></td>
</tr>
</tbody>
</table>

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</table>

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<td></td>
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<tr>
<td>Post-test</td>
<td></td>
</tr>
</tbody>
</table>
Garland ISD's Office of Student Engagement is committed to supporting students and families during the COVID-19 pandemic. Our goal is to ensure that all students have access to high-quality education and support services.

### Key Points:

- **Focus:** On improving literacy and numeracy skills.
- **Support:** Providing resources and interventions for students in need.
- **Outcomes:** Measurable improvements in student achievement.

### Chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>4th</td>
<td>85%</td>
<td>75%</td>
</tr>
<tr>
<td>5th</td>
<td>90%</td>
<td>85%</td>
</tr>
</tbody>
</table>

### Strategies:

- **Early Identification:** Identifying students in need early to provide targeted support.
- **Intensive Instruction:** Providing additional instructional time for students who require it.

### Goals:

- **Increase ELA and Math Scores:** By 10% in each grade.
- **Reduce Absenteeism:** By improving attendance policies and support systems.

### Baseline Measurements:

- **ELA and Math Scores:** Baseline measures will be collected at the beginning of the academic year.

---

Kathy Warren Elementary School

**Focus on SY 2022-23:** Crosswalk existing activities, measure outcomes, and budget outlay and monitoring.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Activity</th>
<th>Frequency</th>
<th>Program Id</th>
<th>Source of Funds</th>
<th>Duration</th>
<th>Enduring Activity</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLC Monthly meetings</td>
<td>Review-Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operation Team Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze Form CC</td>
<td>Student Data</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>SW PEP</td>
<td>Teacher Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help/Disability</td>
<td>Meets Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Team Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWA Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Region CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW Region</td>
<td>Region CC</td>
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<td></td>
<td></td>
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<td>Region CC</td>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SW (5)**

Implementation of new

*All Teacher*

*CA Alphabet (SW)*

School-Wide Progress - WASC

Counselor-Holder/Member

Team Workshops of all

Team and Advisory Leadership

Support of the leadership

Development and

Communication/Team

Nonsecretary Information/Team

Emergency Procedures and

Information

Policy and Procedures

Focus on Academic Information

Provide 1st Notice

All Teachers

Provide 2nd Notice

El Region

Provide 3rd Notice

El Region

Provide 4th Notice

El Region

Provide 5th Notice

El Region

Attendance

2 or more years below CL: 46%

1 year below CL: 46%
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: 4/1-10</td>
<td><strong>Monthly Meetings</strong></td>
</tr>
<tr>
<td><strong>Leadership Team Meeting</strong></td>
<td></td>
</tr>
<tr>
<td>BESS Reports</td>
<td></td>
</tr>
<tr>
<td>Function Reports</td>
<td></td>
</tr>
<tr>
<td>SBA Reports-EL</td>
<td></td>
</tr>
<tr>
<td>SBA Reports-CC</td>
<td></td>
</tr>
<tr>
<td>Coordinators (CC)</td>
<td></td>
</tr>
<tr>
<td>Reports-El-HWSS Monthly Meetings</td>
<td></td>
</tr>
<tr>
<td><strong>IFP Funds</strong></td>
<td></td>
</tr>
<tr>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>$2,010 (supplies)</td>
<td></td>
</tr>
<tr>
<td>$969 (supplies)</td>
<td></td>
</tr>
<tr>
<td>$12,000 (supplies)</td>
<td></td>
</tr>
<tr>
<td><strong>Addressing Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IFP Funds</strong></td>
<td></td>
</tr>
<tr>
<td>$3,483.93 (supply)</td>
<td></td>
</tr>
<tr>
<td>$11,010</td>
<td></td>
</tr>
<tr>
<td><strong>IFP Funds</strong></td>
<td></td>
</tr>
<tr>
<td>$11,010</td>
<td></td>
</tr>
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<td><strong>IFP Funds</strong></td>
<td></td>
</tr>
<tr>
<td>$11,010</td>
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</table>

**Student Attendance**

- **Team discussions of attendance**
- **School-wide initiatives**
- **Attendance reporting**
- **Attendance follow-up**
- **Attendance improvement**

**IFP Funds**

- **$2,010 (supplies)**
- **$969 (supplies)**
- **$12,000 (supplies)**

**Addressing Activities**

- **$3,483.93 (supply)**
- **$11,010**
- **$11,010**
- **$11,010**
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Goal Setting Meetings</th>
<th>Support EL Cdes</th>
<th>LEAP Progress Monitor</th>
<th>SW2</th>
<th>SW3</th>
<th>ART Quarterly Meetings</th>
</tr>
</thead>
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<td>1890</td>
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</table>

**2022-23**

- **SW3 (CA):**
  - #2. Goal: Increase overall student attendance.
  - #3. Goal: Increase overall student attendance.
  - #4. Goal: Increase overall student attendance.
  - #5. Goal: Increase overall student attendance.

**SW2 (CA):**

- #1. Goal: Increase overall student attendance.
- #2. Goal: Increase overall student attendance.
- #3. Goal: Increase overall student attendance.
- #4. Goal: Increase overall student attendance.
- #5. Goal: Increase overall student attendance.

**SW1 (CA):**

- #1. Goal: Increase overall student attendance.
- #2. Goal: Increase overall student attendance.
- #3. Goal: Increase overall student attendance.
- #4. Goal: Increase overall student attendance.
- #5. Goal: Increase overall student attendance.

**SW0 (CA):**

- #1. Goal: Increase overall student attendance.
- #2. Goal: Increase overall student attendance.
- #3. Goal: Increase overall student attendance.
- #4. Goal: Increase overall student attendance.
- #5. Goal: Increase overall student attendance.

**ART Quarterly Meetings**

- #1. Goal: Increase overall student attendance.
- #2. Goal: Increase overall student attendance.
- #3. Goal: Increase overall student attendance.
- #4. Goal: Increase overall student attendance.
- #5. Goal: Increase overall student attendance.
<table>
<thead>
<tr>
<th>Complex Monitoring Activity</th>
<th>Frequency</th>
<th>Program Title</th>
<th>Source of Funds</th>
<th>Duration</th>
<th>Ending Activity</th>
<th>Measurable Outcome(s)</th>
</tr>
</thead>
<tbody>
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</table>

- Academic coach
- Teacher ли
- Emotional support

- Inform parents of all students
- Increase attendance rate to increase
- Increase engagement of students
- Teacher to develop
- Instructional coach

- Assessments
- Math
- English
- Science
- Social Studies

- Progress report
- Report
- SRA Report
- Coordinator (CC)
- Report
- GEC Monitoring meeting
- GEC meeting minutes
- GEC meeting attendance
- After Action

- Increase the number of students who achieve the quality of lesson development sessions.
<table>
<thead>
<tr>
<th>Quarterly</th>
<th>ELL and SEL Systems</th>
<th>Social-Emotional Learning</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWP 42101</td>
<td>ppd/plt: 25,000</td>
<td>Student Development Manual</td>
<td>LACED Week 1, Friday, 8, 8.00 AM - 9.00 AM</td>
</tr>
<tr>
<td>SWP 18902</td>
<td>Title 1: 11/2067</td>
<td>Support (SWP 18902)</td>
<td>Health &amp; Physical Education 1/2022 All</td>
</tr>
<tr>
<td>SWP 42101</td>
<td>Title 1: 11/8920</td>
<td>Support (SWP 18902)</td>
<td>Health &amp; Physical Education 1/2022 All</td>
</tr>
</tbody>
</table>

**SWP 42101**

**ppd/plt: 25,000**

**Student Development Manual**

**LACED Week 1, Friday, 8, 8.00 AM - 9.00 AM**

**Support (SWP 18902)**

**Health & Physical Education 1/2022 All**

**Support (SWP 18902)**

**Health & Physical Education 1/2022 All**
<table>
<thead>
<tr>
<th>Conference</th>
<th>Leadership Team Meetings</th>
<th>Leadership Team Weekly</th>
<th>District Curriculum Coordinator Meeting (CC)</th>
<th>SW 5: 000.000</th>
<th>SW 5: 19890</th>
<th>WSS: 42101</th>
<th>Participation by WKEE</th>
<th>3 SW 7: 000.000</th>
<th>3 SW 5: 000.000</th>
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</table>

School-wide progress (WASC) post-monitoring reports of classroom practices, leadership team meetings, and EL proficiency. These reports are shared with the support of the instructional coaches, support staff, and EL coordinators. The focus on EL progress and interventions supports the growth of EL learners. The SW 5: 000.000 goal is to improve EL learners' proficiency in core academic areas. The SW 5: 19890 goal is to increase the number of EL learners achieving proficiency. The WSS: 42101 goal is to provide professional development for EL teachers. The Participation by WKEE goals are to improve EL learners' proficiency in core academic areas, support EL learners' access to high-quality instruction, and ensure that all students have equal access to educational opportunities.
<table>
<thead>
<tr>
<th>Support the development of</th>
<th>Leaderships Team</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
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<tr>
<td>Psychology: Health conditions</td>
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<tr>
<td>Writing Literacy</td>
<td></td>
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<tr>
<td>Academics: EL, Math, Science:</td>
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<tr>
<td>Discipline</td>
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<td>Behavioral, Attendance,</td>
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<td>Attendance</td>
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<td>Health, Team-building</td>
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<td>Social-Emotional Mental</td>
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</table>

Leadership Team

Supporting Systems in W interchange by eliminating school-wide implementation of new school-wide programs.

- Team Teaching on and
- CAN (2)
- Contingencies (CAN (2.1), CAN (2.2)

Leader Team

Support the development of academic supports and
- Math, Writing, and EL, such as EL, Attendance, EL, and
- EL in critical areas of need.

- School-wide implementation of a new

ALL Teachers

| CAN #1, CA (2) (SW 9) |
### Conditions for Success

- Digital Library
- Maker Space
- Broadcasting Center
- Integrated EdTech

### School Ideas for Innovation and Pilot Projects

- Please describe your school ideas for innovation and pilot projects.

---

**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**

When HIDES engages in innovation and emerging ideas, the Department is responsible for important minds that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate student engagement.

The HIDES 2030 Promise Plan will be created to help school communities open conversations about the pipeline of emerging ideas. Schools collectively work, expand capacity to improve, and continuously advance student learning.