

Fort Worth Independent School District
132 Glen Park Elementary School
2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

To inspire our students to have the fortitude and courage to develop creative minds, compassion, empathy for others, and the determination to become successful in civic and community leadership.

Vision

For every child to embrace their future with the confidence and skills to participate in a global community.

Core Beliefs

OUR VALUES

Learning

Relationships

Integrity

Empathy

Effort

Each Student, Each Day!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
District Goals	17
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.	18
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.	24
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	30
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	34
Campus Funding Summary	42
Addendums	45

Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
GLEN PARK EL (220905132) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		70	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	78	85	B
Relative Performance (Eco Dis: 97.6%)	41	79	C
Closing the Gaps	56	72	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Student Demographic Summary

All	All Students	445	95.1	448	94.2	446	87.3	92.01
	Hispanic	395	95.4	397	94.6	396	87.5	92.36
	African American	28	90.5	29	87.8	28	87.0	88.46
	White	14	91.8	14	93.2	14	80.0	87.95
	Two or More	5	95.7	5	97.4	5	80.0	90.50
	Other	3	100.0	3	100.0	3	96.6	98.75
	LEP	271	95.8	287	95.2	288	88.6	93.06
	SE	47	93.5	45	91.2	47	87.4	90.82
	LEP Not Served	16	95.8	15	93.6	16	89.6	92.78

Teacher Demographic Summary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	40.6	100.0%	100.0%	100.0%
Professional Staff:	34.0	83.7%	69.5%	64.1%
Teachers	30.0	73.8%	51.0%	49.3%
Professional Support	2.0	4.9%	15.1%	10.7%
Campus Administration (School Leadership)	2.0	4.9%	2.9%	2.9%
Educational Aides:	6.6	16.3%	7.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	102.0	4,194.0
Part-time Librarians	0.0	n/a	14.0	607.0
Full-time Counselors	0.0	n/a	196.0	13,550.0
Part-time Counselors	0.0	n/a	20.0	1,176.0
Total Minority Staff:	33.6	82.8%	60.6%	52.1%
Teachers by Ethnicity:				
African American	3.2	10.7%	21.4%	11.2%
Hispanic	18.8	62.6%	25.0%	28.9%
White	8.0	26.7%	50.8%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	3.0	10.0%	28.7%	24.1%
Females	27.0	90.0%	71.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	25.1	83.6%	68.5%	72.6%
Masters	4.9	16.3%	29.5%	25.2%
Doctorate	0.0	0.1%	1.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.9	3.2%	5.3%	7.9%
1-5 Years Experience	8.2	27.3%	26.8%	26.7%
6-10 Years Experience	5.9	19.5%	19.7%	20.6%
11-20 Years Experience	11.0	36.7%	30.7%	28.6%
21-30 Years Experience	4.0	13.3%	13.7%	13.2%
Over 30 Years Experience	0.0	0.0%	3.8%	2.9%

Attendance Report from TAPR

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	92.8%	95.0%	92.9%	95.2%	89.9%	-	*	-	*	91.2%	94.9%	95.6%
2019-20	98.3%	97.7%	98.4%	97.9%	98.5%	98.0%	-	*	-	*	98.2%	98.3%	98.7%
Chronic Absenteeism													
2020-21	15.0%	24.4%	14.5%	24.0%	13.5%	42.9%	-	*	-	*	34.6%	15.0%	11.7%
2019-20	6.7%	7.3%	3.7%	4.2%	3.9%	0.0%	-	*	-	*	7.0%	4.0%	1.8%

Demographics Strengths

Glen Park Elementary is a welcoming, diverse, loving and positive campus.

Over 50% of the teachers have more than 10 years of teaching experience.

For the 2021-2022 school year, our overall student attendance was 95.1%, which is aligned to the district's goal of 95%.

We have multi-generational families where the students' parents attended Glen Park Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the Fall semester of the 2022-2023 school year, our African American students have an attendance rate of 90.5%, which is low in comparison to all of our other student subpopulations. **Root Cause:** Staff lack the training/skills to have in-depth conversations/building relationships of how important it is for students to come to school.

Problem Statement 2 (Prioritized): Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall. **Root Cause:** 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.

Student Learning

Student Learning Summary

2022 Reading STAAR Results

Grade Level	Approaches	Meets	Masters
3rd Grade	53%	33%	16%
4th Grade	54%	43%	20%
5th Grade	83%	57%	37%

2022 Math STAAR Results

Grade Level	Approaches	Meets	Masters
3rd Grade	60%	34%	14%
4th Grade	53%	24%	6%
5th Grade	78%	59%	19%

Campus Lexia Data for 2022-2023 school year

< School Overview

Glen Park ES Prog

View

Grades

Classes

Usage

All Students

Students by Grade Level of Material (GLM)



378 Students | 37% moved into In or

Student Learning Strengths

Glen Park Elementary is rated as a B campus for this school year. According to our MOY MAP Growth Data, 50% of our grade levels are meeting district expectations.

Glen Park Elementary has maintained a B rating since before COVID.

Our 3rd grade students demonstrated tremendous progress from BOY to MOY MAP Growth Reading and Math.

Based on 2022 STAAR Results for reading, our 5th grade students scored an 83% Approaches, 57% Meets and 37% Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MOY MAP Growth Reading for the 2022-2023 school year, only 36% of 2nd grade students met projected growth in reading. **Root Cause:** Professional development opportunities were not tailored to support teachers in utilizing reading curriculum/resources effectively to teach foundational reading skills.

Problem Statement 2 (Prioritized): Based on Lexia reports for the 2022-2023 school year, 32% of our K-5th grade students are working below grade level material. **Root Cause:** Teachers lack the necessary training to implement Lexia lessons during intervention time.

School Processes & Programs

School Processes & Programs Summary

At Glen Park Elementary, we ensure that all of our staff and students are part of a positive and nurturing culture. We have more than 50% of our teachers with 10+ years of experience. Weekly PLC's/Staff Meetings are held to provide new learning opportunities where teachers can analyze data and implement instructional strategies through teacher collaboration. 3rd-5th grade students have the opportunity to attend Clayton Afterschool program Mondays through Thursdays every week. Our Kinder-5th grade students are able to participate in Good News Club in the Fall and the Spring. Currently, we have the largest Good News Club in North Texas with over 200 students. We are also a part of the Optimist Sports program where our 3-5th grade students can play football, soccer and softball. Saturday Learning Quest is hosted at Glen Park Elementary. We have one of the highest number of student attendees in the district. We utilized Intervene for our 4th grade tutoring after school.

Our Family Engagement Specialist has organized multiple family events such as Family Museum Night, Sept. 16th celebration, Trunk or Treat, Cinco de Mayo Celebration and multitude of fundraisers, including In-N-Out. Through the different fundraisers, PTO has been able to fund our student attendance incentives every six weeks as well as provide meals/snacks for all of our staff. Our FES and new counselor have searched and found sponsors to help with additional initiatives for our campus.

Glen Park teachers have embraced the new Amplify and Eureka curriculum. Teachers have collaborated in different ways to ensure students are progressing through the lessons. Lexia (Core 5) data demonstrates that our students are making progress in reading foundational skills.

	Campus	
Student Information	Count	Percent
Students w/ Dyslexia	9	2.0%
Foster Care	0	0.0%
Homeless	5	1.1%
Immigrant	17	3.7%
Migrant	0	0.0%
Title I	457	100.0%
Military Connected	5	1.1%
At-Risk	403	88.2%

School Processes & Programs Strengths

Intervention time is embedded in the master schedule to ensure teachers are meeting with students to address individual needs. Weekly PLC's are planned and executed to address trends in student data, classroom observations, teacher input, etc. A variety of programs are available for students to attend after school. A ratio of 1-1 technology devices for our students. Our teachers follow the FWISD Curriculum Frameworks and Scope and Sequence to ensure all TEKS are covered in the lessons. The administrators provide a weekly Smore newsletter to ensure all staff is aware of what is occurring in the week. The newsletter also includes a weekly focus for TTESS to ensure alignment. Our gifted and talented students are provided with enrichment lessons through our district gifted and talented teachers. All teachers are expected to meet with students in small group during intervention time with a daily focus on specific TEKS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 54% of students in 3rd-5th grade scored at "Meets" on STAAR Reading during the 2021-2022 school year. **Root Cause:** Teachers lack the training and supplemental resources to determine student misconceptions in the reading lessons they teach every day.

Problem Statement 2 (Prioritized): Only 38% of 3rd-5th grade students scored at "Meets" on the STAAR Math state assessment during the 2021-2022 school year. **Root Cause:** Teachers lack the necessary materials, classroom supplemental resources and training to assist students with foundational math skills.

Perceptions

Perceptions Summary

Glen Park Attendance Data

		Cycle 1		Cycle 2		Cycle 3		Semester 1
All	All Students	445	95.1	448	94.2	446	87.3	92.01
	Hispanic	395	95.4	397	94.6	396	87.5	92.36
	African American	28	90.5	29	87.8	28	87.0	88.46
	White	14	91.8	14	93.2	14	80.0	87.95
	Two or More	5	95.7	5	97.4	5	80.0	90.50
	Other	3	100.0	3	100.0	3	96.6	98.75
	LEP	271	95.8	287	95.2	288	88.6	93.06
	SE	47	93.5	45	91.2	47	87.4	90.82
	LEP Not Served	16	95.8	15	93.6	16	89.6	92.78

Attendance is an area that we will focus on for the 2023-2024 school year.

Discipline is minimal at Glen Park Elementary. Our teachers greet every students every day before walking into the classroom. Teachers also conduct morning meetings every week to ensure goals are set with students.

Parent/Student survey data is not available at this time.

Perceptions Strengths

Glen Park Elementary is a welcoming campus where dedicated staff ensure that all students have opportunities to grow academically, socially and emotionally. All staff have high expectations for themselves as well as their students. Glen Park Elementary is truly a family where we always support one another. Our parents and community partake in the different events that we host throughout the year. Our SBDM Committee makes the best decisions for all students. Our presence online is very positive as we find different ways to celebrate our staff and students. Our student data is displayed throughout the building as a constant reminder of what we are working towards and that is Student Achievement for All!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%. **Root Cause:** Parents and school staff needs resources and training to get students to come to school every day.

Problem Statement 2 (Prioritized): During the 2022-2023 school year, few parents attended monthly workshops at school. **Root Cause:** Our staff lacks the necessary communication, training and tools to hold specific parent workshops where parents can help their children at home.

Priority Problem Statements

Problem Statement 1: During the Fall semester of the 2022-2023 school year, our African American students have an attendance rate of 90.5%, which is low in comparison to all of our other student subpopulations.

Root Cause 1: Staff lack the training/skills to have in-depth conversations/building relationships of how important it is for students to come to school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall.

Root Cause 2: 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on MOY MAP Growth Reading for the 2022-2023 school year, only 36% of 2nd grade students met projected growth in reading.

Root Cause 3: Professional development opportunities were not tailored to support teachers in utilizing reading curriculum/resources effectively to teach foundational reading skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on Lexia reports for the 2022-2023 school year, 32% of our K-5th grade students are working below grade level material.

Root Cause 4: Teachers lack the necessary training to implement Lexia lessons during intervention time.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 54% of students in 3rd-5th grade scored at "Meets" on STAAR Reading during the 2021-2022 school year.

Root Cause 5: Teachers lack the training and supplemental resources to determine student misconceptions in the reading lessons they teach every day.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 38% of 3rd-5th grade students scored at "Meets" on the STAAR Math state assessment during the 2021-2022 school year.

Root Cause 6: Teachers lack the necessary materials, classroom supplemental resources and training to assist students with foundational math skills.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%.

Root Cause 7: Parents and school staff needs resources and training to get students to come to school every day.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: During the 2022-2023 school year, few parents attended monthly workshops at school.

Root Cause 8: Our staff lacks the necessary communication, training and tools to hold specific parent workshops where parents can help their children at home.

Problem Statement 8 Areas: Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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 PK students who score On Track on Circle Phonological Awareness in English from 45% to 65% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 94% to 100% by May 2024.

*Increase the percentage of Economically Disadvantaged PK students who score On Track on Circle Phonological Awareness in English from 45% to 65% by May 2024.

Evaluation Data Sources: Circle Data

Strategy 1: Utilizing the Pre-K curriculum (Creative Curriculum) with fidelity and aligning lessons to new Pre-K TEKS with fidelity.

Strategy's Expected Result/Impact: All Pre-k students will master new Pre-k TEKS.

Staff Responsible for Monitoring: PK Teachers

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, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Professional development/PLC/Walkthrough opportunities will be provided to Pre-K teachers to ensure fidelity to curriculum and Tier 1 instruction. Intended Audience: Pre-K Teachers and Pre-K Assistants Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Early Learning Department Delivery Method: District PD and Campus PLC's	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Only 38% of 3rd-5th grade students scored at "Meets" on the STAAR Math state assessment during the 2021-2022 school year. Root Cause: Teachers lack the necessary materials, classroom supplemental resources and training to assist students with foundational math skills.

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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 60% to 70% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 47% to 55% by May 2024.

*Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 60% to 70% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Fluency Data

Strategy 1: Improve our ability to teach students foundational reading skills utilizing district approved resources (Amplify/Lexia/etc.)

Strategy's Expected Result/Impact: K-3rd grade students will be able to read fluently utilizing grade-level text.

Staff Responsible for Monitoring: Leadership Team/Title 1 Teacher

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Weekly PLC's will focus on four main areas to ensure student outcomes. All PK-Teachers will cycle through the four PLC main areas: Instructional Strategies/Best Practices, Student Data Analysis, MTSS, and Student Work Analysis. Intended Audience: PK-5th Grade Teachers Provider / Presenter / Person Responsible: Leadership Team/District Personnel Date(s) / Timeframe: Ongoing Collaborating Departments: Literacy/Math/Science/Early Learning Departments Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase materials and supplies to ensure every students' individual needs are met during instructional activities/lessons in the classroom. Intended Audience: PK-5th Grade Teachers Provider / Presenter / Person Responsible: Leadership Team/Teachers Date(s) / Timeframe: By December 2023 Collaborating Departments: Teaching and Learning Department Delivery Method: Delivery of materials and resources to classrooms Funding Sources: Supplies, Materials and Resources for SPED Population - SCE (199 PIC 24) - 199-11-6399-001-132-24-313-000000- - \$6,885	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP Growth Reading for the 2022-2023 school year, only 36% of 2nd grade students met projected growth in reading. Root Cause: Professional development opportunities were not tailored to support teachers in utilizing reading curriculum/resources effectively to teach foundational reading skills.

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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 62% to 72% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 36% to 45% by May 2024.

*Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading in English from 41% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Reading, Lexia

Strategy 1: Address individualized student needs in K-5th grade with reading/math support.

Strategy's Expected Result/Impact: Tier 2/3 students will improve their fluency in reading and math.

Staff Responsible for Monitoring: Principal/Assistant Principal

Title I:

2.4, 2.5, 2.6

- **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Title 1 Teacher will pull/push-in small groups during the school day to address foundational reading/math skills. Intended Audience: K-5th grade students who need additional academic assistance in reading/math foundational skills. Provider / Presenter / Person Responsible: Title 1 Teacher Date(s) / Timeframe: Ongoing Collaborating Departments: Literacy Dept. Delivery Method: In-Person small groups Funding Sources: Title 1 Teacher - Title I (211) - 211-11-6119-04E-132-30-510-000000-24F10 - \$69,559	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Title 1 Teacher Assistant will pull small groups of students in K-5th grade to support their foundational ability in reading/math. Intended Audience: K-5th grade students who need foundational reading/math instructional support. Provider / Presenter / Person Responsible: Title 1 Teacher Assistant Date(s) / Timeframe: Ongoing Collaborating Departments: Literacy/Math Department Delivery Method: In-Person small groups Funding Sources: Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-132-30-510-000000-24F10 - \$36,283	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Supplies, Materials and Resources will be purchased to help our different populations of students. Intended Audience: K-5th grade Students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Special Education Department Gifted and Talented Department Bilingual ESL Department Delivery Method: In-Person Funding Sources: Supplies, Materials and Resources for SPED Population - SPED (199 PIC 23) - - \$3,256, Reading Supplies and Materials - BEA (199 PIC 25) - 199-11-6329-001-132-25-313-000000 - \$3,621, Supplies and Materials for Gifted and Talented Population - Gifted & Talented (199 PIC 21) - - \$216	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Based on Lexia reports for the 2022-2023 school year, 32% of our K-5th grade students are working below grade level material. Root Cause: Teachers lack the necessary training to implement Lexia lessons during intervention time.

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 PK students who score On Track on Circle Math in English from 50% to 65% by May 2024. Increase the percentage of Hispanic students who score On Track on Circle Math in English from 94% to 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment





Strategy 1: Ensure all Pre-K teachers have professional development opportunities to learn and implement the new Pre-K TEKS with fidelity utilizing the district approved curriculum (Creative Curriculum)

Strategy's Expected Result/Impact: Pre-K teachers will be able to successfully teach their students the necessary foundational skills utilizing the new TEKS.

Staff Responsible for Monitoring: Leadership Team

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: PLC's, Professional Development opportunities and Classroom Walkthroughs/Observations will be tailored to foundational reading/math skills utilizing district approved resources. Intended Audience: Pre-K Teachers/Assistants Provider / Presenter / Person Responsible: Leadership Team/Early Learning Dept. Date(s) / Timeframe: Ongoing Collaborating Departments: Early Learning Dept. Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall. **Root Cause:** 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.

Student Learning

Problem Statement 1: Based on MOY MAP Growth Reading for the 2022-2023 school year, only 36% of 2nd grade students met projected growth in reading. **Root Cause:** Professional development opportunities were not tailored to support teachers in utilizing reading curriculum/resources effectively to teach foundational reading skills.

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 Kinder students who score On Track on TX-KEA Math in English from 60% to 65% by May 2024.

Increase the percentage of Hispanic students who score On Track on TX-KEA Math in English from 52% to 58% by May 2024.

Evaluation Data Sources: TX-KEA Data

Strategy 1: Tier 1 Instruction is implemented with fidelity utilizing the district approved curriculum/resources.

Strategy's Expected Result/Impact: Kinder teachers will have the necessary resources to support all of their students in foundational math concepts.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details		Reviews			
Action Step 1: Kinder teachers will plan and execute math lessons utilizing math curriculum (Eureka) with support from PLC sessions, professional development workshops and modeling lessons. Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Math Department Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall. **Root Cause:** 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.

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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth in Math (English) from 70% to 80% by May 2024.

Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Growth in Math from 48% to 55% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Math Data

Strategy 1: Target professional development opportunities in the area of math to improve teacher capacity of well-executed lessons utilizing student data and district approved resources.

Strategy's Expected Result/Impact: Teachers will be able to address individual students' needs in the classroom using district approved curriculum/resources. As a result, students will improve their ability to solve math problems.

Staff Responsible for Monitoring: Leadership Team

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Materials and approved supplemental resources will be purchased to ensure all K-5th grade math teachers have the necessary tools, manipulatives and supports for students in the classroom. Intended Audience: Kinder - 5th grade teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Math Department Delivery Method: In-Person Funding Sources: Supplies/Materials/Resources - Title I (211) - 211-11-6399-04E-132-30-510-000000-24F10 - \$10,086.10	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 3 Problem Statements:

Demographics
Problem Statement 2: Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall. Root Cause: 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.
School Processes & Programs
Problem Statement 2: Only 38% of 3rd-5th grade students scored at "Meets" on the STAAR Math state assessment during the 2021-2022 school year. Root Cause: Teachers lack the necessary materials, classroom supplemental resources and training to assist students with foundational math skills.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading in English from 45% to 55% by May 2024.

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Reading in English from 27% to 40% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: 2022 STAAR Reading Scores

Strategy 1: Set and prioritize the different systems of support, resources and programs to ensure alignment in teaching all of our students reading.

Strategy's Expected Result/Impact: All students will be provided with individualized supports in order to read and comprehend written grade-level text.

Staff Responsible for Monitoring: All teachers, Leadership Team

Title I:

2.4, 2.5, 2.6

- **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Results Driven Accountability**

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

Action Step 1 Details		Reviews			
Action Step 1: Kinder - 5th Grade Teachers will provide additional instructional supports to our students in the area of reading after school. Intended Audience: Kinder - 5th grade Teachers Provider / Presenter / Person Responsible: K-5th grade Teachers, Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Literacy/Math Department Delivery Method: In-person Funding Sources: After School Tutoring - Title I (211) - 211-11-6116-04E-132-30-510-000000-24F10 - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP Growth Reading for the 2022-2023 school year, only 36% of 2nd grade students met projected growth in reading. Root Cause: Professional development opportunities were not tailored to support teachers in utilizing reading curriculum/resources effectively to teach foundational reading skills.
Problem Statement 2: Based on Lexia reports for the 2022-2023 school year, 32% of our K-5th grade students are working below grade level material. Root Cause: Teachers lack the necessary training to implement Lexia lessons during intervention time.
School Processes & Programs
Problem Statement 1: Only 54% of students in 3rd-5th grade scored at "Meets" on STAAR Reading during the 2021-2022 school year. Root Cause: Teachers lack the training and supplemental resources to determine student misconceptions in the reading lessons they teach every day.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 45% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 33% to 45% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: 2022 STAAR Math Scores

Strategy 1: Maintain a data-informed environment to secure evidence-based decisions are made to ensure student academic outcomes.

Strategy's Expected Result/Impact: A data-informed environment will secure the capacity of teachers where all students are academically able to solve math problems and learn math concepts at grade-level.

Staff Responsible for Monitoring: Leadership Team.

Title I:

2.4, 2.5, 2.6

- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Weekly PLC's will cycle through best instructional practices/modeling of lessons, MTSS, student data analysis and analyzing student work to ensure that individualized student action plans are set and delivered to ensure students are meeting grade-level standards. Intended Audience: K-5th grade Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Math Department Delivery Method: On-going		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Based on TEA, our 2022 STAAR Rating for student achievement was 70%, which was our lowest score overall. Root Cause: 3rd-5th grade students lack some of the necessary foundational skills in reading and math to perform at grade level.
School Processes & Programs
Problem Statement 2: Only 38% of 3rd-5th grade students scored at "Meets" on the STAAR Math state assessment during the 2021-2022 school year. Root Cause: Teachers lack the necessary materials, classroom supplemental resources and training to assist students with foundational math skills.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 7% to 4% by May 2024.

High Priority

Evaluation Data Sources: Attendance Rate Reports

Strategy 1: Foster a safe, equitable and productive learning environment where all students feel safe and successful in their learning.

Strategy's Expected Result/Impact: Providing a safe, equitable and productive learning environment will cause students to want to come to school every day.

Staff Responsible for Monitoring: All teachers and leadership team

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Supply incentives for students that have perfect and improved attendance every six weeks during the school year. Intended Audience: All students Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Every six weeks Collaborating Departments: Family and Community Resources Delivery Method: Student assemblies, celebrations, etc. Funding Sources: Student incentives - Title I (211) - 211-11-6499-04E-132-30-510-000000-24F10 - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%. **Root Cause:** Parents and school staff needs resources and training to get students to come to school every day.

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

School Performance Objective 2: Decrease the overall number of incident referrals by school personnel using Branching Minds from 60% to 30% by May 2024.

Decrease the number of incident referrals by school personnel using Branching Minds for male students from 92% to 50% by May 2024.

High Priority

Evaluation Data Sources: Branching Minds/Focus Reports, Campus Surveys, district surveys

Strategy 1: Provide a learning environment where teachers are able to build relationships and effective strategies to support their students' well being at school.

Strategy's Expected Result/Impact: Students will feel supported and safe in the classroom.

Staff Responsible for Monitoring: Teachers, Staff and Administrative Team

Title I:

2.5, 2.6

- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Equip all teachers and staff with professional development courses and resources to help students feel like they belong and can thrive socially, emotionally and academically in the classroom. Intended Audience: All Teachers and Staff Provider / Presenter / Person Responsible: Counselor, Restorative Specialist Date(s) / Timeframe: Ongoing Collaborating Departments: Family and Community Resources, Counseling Dept. Delivery Method: Professional Development Courses/PLC's Funding Sources: Professional Development - Title I (211) - 211-11-6116-OPD-132-30-510-000000-24F10 - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%. **Root Cause:** Parents and school staff needs resources and training to get students to come to school every day.

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

School Performance Objective 3: Ensure that the number of out of school suspensions for African American/Hispanic students stays from 0% to 0% by May 2024.

Evaluation Data Sources: Branching Minds, Focus Discipline Data

Strategy 1: Continue to incorporate a variety of PBIS/TBRI/Systems of Support (MTSS) resources and training to improve behavioral outcomes for students.

Strategy's Expected Result/Impact: All students will feel supported and valued in the classroom where discipline referrals and school suspensions will be minimal.

Staff Responsible for Monitoring: All teachers, staff and leadership team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: All students will be greeted by leadership staff and teacher(s) every morning before going into their classroom. Morning Meetings will be held twice a week to ensure weekly goals are met and reviewed with the class. Intended Audience: All Students at Glen Park Elementary Provider / Presenter / Person Responsible: Counselor/Teachers/Staff/Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Counseling Dept./Family and Community Resources Delivery Method: Staff Meetings PLC's Professional Development Courses				
<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
Problem Statement 1: During the Fall semester of the 2022-2023 school year, our African American students have an attendance rate of 90.5%, which is low in comparison to all of our other student subpopulations. Root Cause: Staff lack the training/skills to have in-depth conversations/building relationships of how important it is for students to come to school.
Perceptions
Problem Statement 1: For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%. Root Cause: Parents and school staff needs resources and training to get students to come to school every day.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 0% to 60% (monthly/semester) by May 2024.

Evaluation Data Sources: Campus and district surveys

Strategy 1: Create a variety of partnerships with community stakeholders to communicate campus data, needs and action plans to ensure all students meet grade-level expectations.

Strategy's Expected Result/Impact: Including all community stakeholders in the implementation of district/campus goals will ensure that our action plans are meeting the individual needs of all students based on school data.

Staff Responsible for Monitoring: Leadership Team, Family Engagement Specialist

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Family Engagement Specialist will hold parent workshops that prioritize our students' needs based on district/campus data and parent needs. Intended Audience: Community Stakeholders Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: Every month Collaborating Departments: Family and Community Resources Family and Community Outreach Delivery Method: Monthly Meetings with Community Stakeholders/Parents Funding Sources: Supplies/Snacks for monthly meetings - Title I (211) - 211-61-6499-04L-132-30-510-000000-24F10 - \$228, Supplies/Materials needed for Parent Engagement Specialist and parental involvement - Parent Engagement - 211-61-6399-04L-132-30-510-000000-24F10 - \$2,538				

Action Step 2 Details	Reviews			
Action Step 2: Host a Family Museum Night where Glen Park Community can partake in science-based activities together with families. Intended Audience: Glen Park Community of students and their families. Provider / Presenter / Person Responsible: Family Engagement Specialist/Principal Date(s) / Timeframe: Date assigned by Fort Worth Museum of Science and History. Collaborating Departments: Parent Partnerships Delivery Method: In person at the FW Museum of Science and History. Funding Sources: Family Science Night - Title I (211) - 211-61-6299-04E-132-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: For the 2022-2023 Fall semester, our attendance rate is only 92%, which is lower than the district goal of 95%. Root Cause: Parents and school staff needs resources and training to get students to come to school every day.
Problem Statement 2: During the 2022-2023 school year, few parents attended monthly workshops at school. Root Cause: Our staff lacks the necessary communication, training and tools to hold specific parent workshops where parents can help their children at home.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Title I Teacher	Title I Teacher	211-11-6119-04E-132-30-510-000000-24F10	\$69,559.00
1	3	1	2	Title I Teacher Assistant	Teacher Assistant	211-11-6129-04E-132-30-510-000000-24F10	\$36,283.00
2	3	1	1	Supplies/Materials/Resources	Supplies and materials for instructional use	211-11-6399-04E-132-30-510-000000-24F10	\$10,086.10
3	1	1	1	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-132-30-510-000000-24F10	\$5,000.00
4	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-132-30-510-000000-24F10	\$1,000.00
4	2	1	1	Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-132-30-510-000000-24F10	\$2,000.00
4	4	1	1	Supplies/Snacks for monthly meetings	Snacks for parents to promote participation	211-61-6499-04L-132-30-510-000000-24F10	\$228.00
4	4	1	2	Family Science Night	Family Science Night	211-61-6299-04E-132-30-510-000000-24F10	\$800.00
Sub-Total							\$124,956.10
Budgeted Fund Source Amount							\$124,956.10
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Supplies, Materials and Resources for SPED Population	Supplies and materials for instructional use	199-11-6399-001-132-24-313-000000-	\$6,885.00
Sub-Total							\$6,885.00
Budgeted Fund Source Amount							\$6,885.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies/Materials needed for Parent Engagement Specialist and parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-132-30-510-000000-24F10	\$2,538.00
Sub-Total							\$2,538.00
Budgeted Fund Source Amount							\$2,538.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Reading Supplies and Materials	Reading materials - instruction	199-11-6329-001-132-25-313-000000	\$3,621.00
Sub-Total							\$3,621.00
Budgeted Fund Source Amount							\$3,621.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Supplies and Materials for Gifted and Talented Population	GENERAL SUPPLIES		\$216.00
Sub-Total							\$216.00
Budgeted Fund Source Amount							\$216.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Supplies, Materials and Resources for SPED Population	GENERAL SUPPLIES		\$3,256.00
Sub-Total							\$3,256.00
Budgeted Fund Source Amount							\$3,256.00
+/- Difference							\$0.00
Grand Total Budgeted							\$141,472.10

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$141,472.10
+/- Difference							\$0.00

Addendums

2022 - 2023 Attendance Rates - Semester 2

132-Glen Park ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
PK	All Students	57	92.6	56	91.9	56	83.1	88.98	54	92.4	55	95.3	56	94.1	94.13		
	Hispanic	51	92.9	50	91.8	50	83.3	89.08	48	92.8	49	95.5	49	94.8	94.54		
	African American	4	92.9	4	91.3	4	79.3	87.50	4	91.3	4	93.8	5	88.5	90.98		
	White	1	71.4	1	91.3	1	79.3	80.00	1	78.3	1	87.5	1	88.2	85.39		
	Other	1	100.0	1	100.0	1	96.6	98.75	1	95.7	1	100.0	1	94.1	96.63		
	LEP	24	91.9	35	92.4	36	84.7	89.82	34	94.4	35	96.7	35	95.5	95.67		
	SE	3	89.7	2	80.4	2	74.1	81.48	2	84.8	3	96.9	5	94.7	94.16		
	LEP Not Served	1	100.0														
KG	All Students	63	93.8	63	93.3	61	87.0	91.21	62	94.0	62	95.0	63	94.3	94.46		
	Hispanic	58	93.6	58	93.2	56	87.7	91.44	57	94.3	57	95.1	58	94.3	94.55		
	African American	1	100.0	1	100.0	1	86.2	92.59	1	100.0	1	96.9	1	100.0	98.88		
	White	3	95.2	3	91.3	3	77.0	87.50	3	87.0	3	94.8	3	94.1	92.51		
	Two or More	1	96.4	1	95.7	1	75.9	88.75	1	91.3	1	90.6	1	91.2	91.01		
	LEP	40	93.4	42	93.1	41	87.1	91.08	41	94.5	42	95.2	42	95.4	95.10		
	SE	6	94.7	6	92.2	5	90.3	92.44	5	95.7	5	91.9	6	91.2	93.07		
	LEP Not Served	1	100.0	1	100.0	1	96.6	98.75	1	100.0	1	100.0	1	100.0	100.00		
01	All Students	66	95.0	67	94.5	66	86.9	91.95	62	94.1	63	94.2	62	95.2	94.55		
	Hispanic	54	96.0	55	94.9	55	87.0	92.46	52	94.5	53	94.6	53	95.6	94.97		
	African American	6	87.4	6	91.7	5	91.0	89.84	4	91.3	4	88.7	3	95.1	91.59		
	White	4	93.8	4	90.2	4	81.9	88.44	4	93.5	4	96.1	4	88.2	92.42		
	Two or More	2	92.9	2	100.0	2	82.8	91.25	2	89.1	2	92.2	2	97.1	93.26		
	LEP	34	97.1	34	95.9	34	88.1	93.58	33	95.4	34	94.8	35	96.0	95.42		
	SE	4	97.3	4	95.7	4	87.1	93.08	3	91.2	4	92.4	3	87.3	88.85		
	LEP Not Served	1	96.4	1	95.7	1	89.7	93.75	1	100.0	1	93.8	1	100.0	97.75		
02	All Students	72	96.0	74	95.3	74	86.4	92.30	73	93.3	73	95.5	71	95.0	94.75		
	Hispanic	63	96.2	65	95.4	65	86.8	92.54	65	93.6	65	95.8	64	94.8	94.84		
	African American	5	96.4	5	93.0	5	90.9	93.58	4	90.2	4	92.2	3	100.0	94.18		
	White	2	85.7	2	93.5	2	69.0	81.88	2	87.0	2	90.6	2	92.6	90.45		
	Two or More	1	96.4	1	95.7	1	65.5	85.00	1	95.7	1	93.8	1	100.0	96.63		
	Other	1	100.0	1	100.0	1	96.6	98.75	1	100.0	1	100.0	1	94.1	97.75		
	LEP	43	96.7	46	96.4	46	88.6	93.65	46	94.6	46	96.5	45	96.3	95.91		
	SE	8	96.6	7	96.3	8	88.9	94.11	7	91.9	9	95.5	12	96.0	95.46		
03	All Students	60	96.5	60	95.7	60	87.7	93.22	62	94.3	62	95.3	63	93.7	94.43		
	Hispanic	54	96.9	54	95.8	54	87.4	93.30	56	94.4	56	95.4	57	93.6	94.44		
	African American	3	90.5	3	91.3	3	89.7	90.42	3	89.9	3	86.7	3	89.9	88.80		
	White	2	92.9	2	100.0	2	89.7	93.75	2	95.7	2	100.0	2	100.0	98.88		
	Two or More	1	100.0	1	95.7	1	93.1	96.25	1	100.0	1	100.0	1	100.0	100.00		
	LEP	34	97.1	34	96.7	34	89.1	94.27	35	94.1	35	96.7	36	95.0	95.37		
	SE	6	92.3	6	96.4	6	88.5	92.08	6	94.2	7	94.6	8	91.7	93.53		
	LEP Not Served	3	97.6	3	98.6	3	88.5	94.58	3	98.6	3	94.8	3	93.1	95.13		
04	All Students	56	96.7	56	94.9	56	89.5	93.61	56	93.9	56	96.7	56	95.4	95.48		
	Hispanic	50	96.4	50	95.4	50	89.3	93.59	50	93.8	50	96.6	50	95.5	95.43		
	African American	4	99.1	4	85.9	4	87.9	91.25	4	93.5	4	96.1	4	93.4	94.38		
	White	1	100.0	1	100.0	1	96.6	98.75	1	95.7	1	100.0	1	97.1	97.75		
	Other	1	100.0	1	100.0	1	96.6	98.75	1	100.0	1	100.0	1	100.0	100.00		
	LEP	44	96.8	44	95.4	44	89.8	93.85	44	94.0	44	97.0	44	96.7	96.12		
	SE	14	96.4	13	92.6	13	87.5	92.02	13	93.3	13	96.6	13	96.2	95.59		
	LEP Not Served	3	90.5	3	88.4	3	86.2	88.33	3	84.1	3	97.9	3	95.1	93.26		

Attendance Rate = (Days Present / Days Enrolled) * 100

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2022 - 2023 Attendance Rates - Semester 2

132-Glen Park ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
05	All Students	71	94.6	72	93.6	73	89.7	92.52	72	92.9	73	96.2	71	96.0	95.39		
	Hispanic	65	95.7	65	95.3	66	90.5	93.68	66	93.7	66	97.0	65	96.2	95.98		
	African American	5	78.4	6	74.0	6	83.8	79.00	5	82.6	6	86.6	5	92.4	87.75		
	White	1	96.4	1	91.3	1	69.0	85.00	1	95.7	1	96.9	1	97.1	96.63		
	LEP	52	96.4	52	96.2	53	91.3	94.48	53	94.0	52	97.8	52	96.9	96.66		
	SE	6	81.0	7	78.0	9	86.8	84.84	8	84.8	10	89.2	10	94.1	90.81		
	LEP Not Served	4	99.1	4	92.4	5	94.8	95.58	5	90.4	5	95.0	5	92.4	94.83		
All	All Students	445	95.1	448	94.2	446	87.3	92.01	441	93.6	444	95.5	442	94.8	94.76		
	Hispanic	395	95.4	397	94.6	396	87.5	92.36	394	93.9	396	95.7	396	95.0	94.98		
	African American	28	90.5	29	87.8	28	87.0	88.46	25	89.9	26	90.9	24	93.2	91.49		
	White	14	91.8	14	93.2	14	80.0	87.95	14	90.7	14	95.3	14	93.1	93.26		
	Two or More	5	95.7	5	97.4	5	80.0	90.50	5	93.0	5	93.8	5	97.1	94.83		
	Other	3	100.0	3	100.0	3	96.6	98.75	3	98.6	3	100.0	3	96.1	98.13		
	LEP	271	95.8	287	95.2	288	88.6	93.06	286	94.4	288	96.5	289	96.0	95.81		
	SE	47	93.5	45	91.2	47	87.4	90.82	44	91.4	51	94.1	57	94.0	93.70		
	LEP Not Served	16	95.8	15	93.6	16	89.6	92.78	16	90.5	16	95.3	16	94.1	94.22		

Attendance Rate = (Days Present / Days Enrolled) * 100

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2022 - 2023 Attendance Rates - Semester 1

132-Glen Park ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
PK	All Students	57	92.6	56	91.9	56	83.1	88.98									
	Hispanic	51	92.9	50	91.8	50	83.3	89.08									
	African American	4	92.9	4	91.3	4	79.3	87.50									
	White	1	71.4	1	91.3	1	79.3	80.00									
	Other	1	100.0	1	100.0	1	96.6	98.75									
	LEP	24	91.9	35	92.4	36	84.7	89.82									
	SE	3	89.7	2	80.4	2	74.1	81.48									
	LEP Not Served	1	100.0														
KG	All Students	63	93.8	63	93.3	61	87.0	91.21									
	Hispanic	58	93.6	58	93.2	56	87.7	91.44									
	African American	1	100.0	1	100.0	1	86.2	92.59									
	White	3	95.2	3	91.3	3	77.0	87.50									
	Two or More	1	96.4	1	95.7	1	75.9	88.75									
	LEP	40	93.4	42	93.1	41	87.1	91.08									
	SE	6	94.7	6	92.2	5	90.3	92.44									
	LEP Not Served	1	100.0	1	100.0	1	96.6	98.75									
01	All Students	66	95.0	67	94.5	66	86.9	91.95									
	Hispanic	54	96.0	55	94.9	55	87.0	92.46									
	African American	6	87.4	6	91.7	5	91.0	89.84									
	White	4	93.8	4	90.2	4	81.9	88.44									
	Two or More	2	92.9	2	100.0	2	82.8	91.25									
	LEP	34	97.1	34	95.9	34	88.1	93.58									
	SE	4	97.3	4	95.7	4	87.1	93.08									
	LEP Not Served	1	96.4	1	95.7	1	89.7	93.75									
02	All Students	72	96.0	74	95.3	74	86.4	92.30									
	Hispanic	63	96.2	65	95.4	65	86.8	92.54									
	African American	5	96.4	5	93.0	5	90.9	93.58									
	White	2	85.7	2	93.5	2	69.0	81.88									
	Two or More	1	96.4	1	95.7	1	65.5	85.00									
	Other	1	100.0	1	100.0	1	96.6	98.75									
	LEP	43	96.7	46	96.4	46	88.6	93.65									
	SE	8	96.6	7	96.3	8	88.9	94.11									
	LEP Not Served	3	91.7	3	92.8	3	83.9	89.17									
03	All Students	60	96.5	60	95.7	60	87.7	93.22									
	Hispanic	54	96.9	54	95.8	54	87.4	93.30									
	African American	3	90.5	3	91.3	3	89.7	90.42									
	White	2	92.9	2	100.0	2	89.7	93.75									
	Two or More	1	100.0	1	95.7	1	93.1	96.25									
	LEP	34	97.1	34	96.7	34	89.1	94.27									
	SE	6	92.3	6	96.4	6	88.5	92.08									
	LEP Not Served	3	97.6	3	98.6	3	88.5	94.58									
04	All Students	56	96.7	56	94.9	56	89.5	93.61									
	Hispanic	50	96.4	50	95.4	50	89.3	93.59									
	African American	4	99.1	4	85.9	4	87.9	91.25									
	White	1	100.0	1	100.0	1	96.6	98.75									
	Other	1	100.0	1	100.0	1	96.6	98.75									
	LEP	44	96.8	44	95.4	44	89.8	93.85									
	SE	14	96.4	13	92.6	13	87.5	92.02									
	LEP Not Served	3	90.5	3	88.4	3	86.2	88.33									

Attendance Rate = (Days Present / Days Enrolled) * 100

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2022 - 2023 Attendance Rates - Semester 1

132-Glen Park ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
05	All Students	71	94.6	72	93.6	73	89.7	92.52									
	Hispanic	65	95.7	65	95.3	66	90.5	93.68									
	African American	5	78.4	6	74.0	6	83.8	79.00									
	White	1	96.4	1	91.3	1	69.0	85.00									
	LEP	52	96.4	52	96.2	53	91.3	94.48									
	SE	6	81.0	7	78.0	9	86.8	84.84									
	LEP Not Served	4	99.1	4	92.4	5	94.8	95.58									
All	All Students	445	95.1	448	94.2	446	87.3	92.01									
	Hispanic	395	95.4	397	94.6	396	87.5	92.36									
	African American	28	90.5	29	87.8	28	87.0	88.46									
	White	14	91.8	14	93.2	14	80.0	87.95									
	Two or More	5	95.7	5	97.4	5	80.0	90.50									
	Other	3	100.0	3	100.0	3	96.6	98.75									
	LEP	271	95.8	287	95.2	288	88.6	93.06									
	SE	47	93.5	45	91.2	47	87.4	90.82									
	LEP Not Served	16	95.8	15	93.6	16	89.6	92.78									

Attendance Rate = (Days Present / Days Enrolled) * 100

Notes: For internal use only. N < 5 is not masked for public distribution.

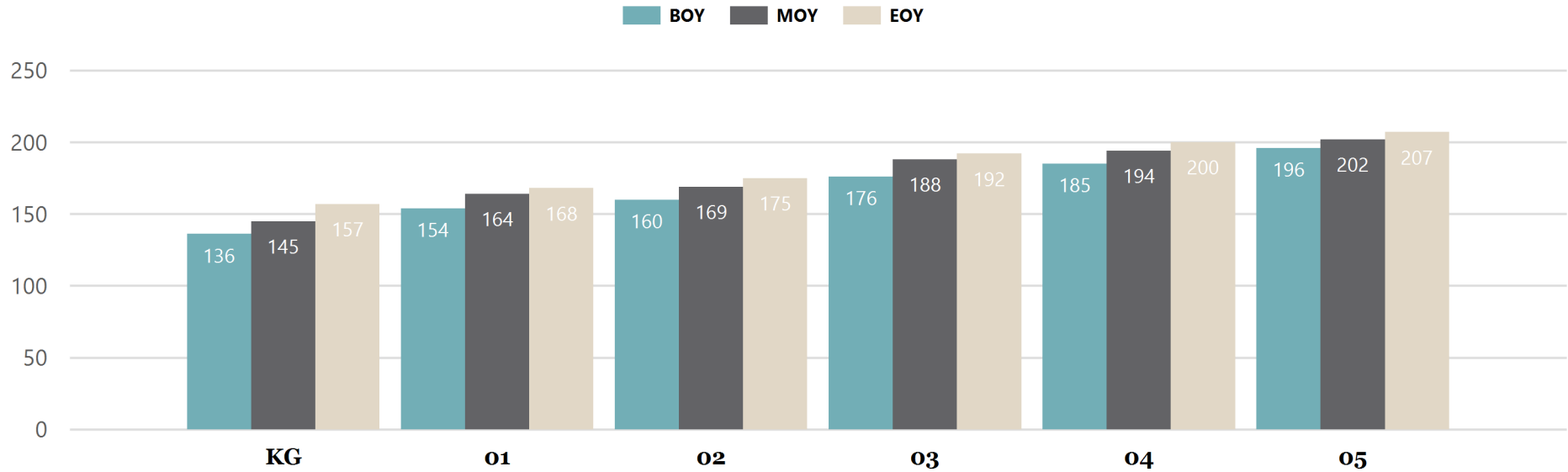
N includes all students enrolled any time during each six weeks. This number may be higher than actual enrollment.



MAP Growth - Reading English

End of Year 2022-23
132 - Glen Park ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Grade Level	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	23	136	21	145	22	157	21
01	31	154	28	164	26	168	14
02	68	160	70	169	66	175	15
03	59	176	60	188	60	192	16
04	53	185	53	194	51	200	15
05	67	196	67	202	67	207	11
All	301	173	299	183	292	188	15

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



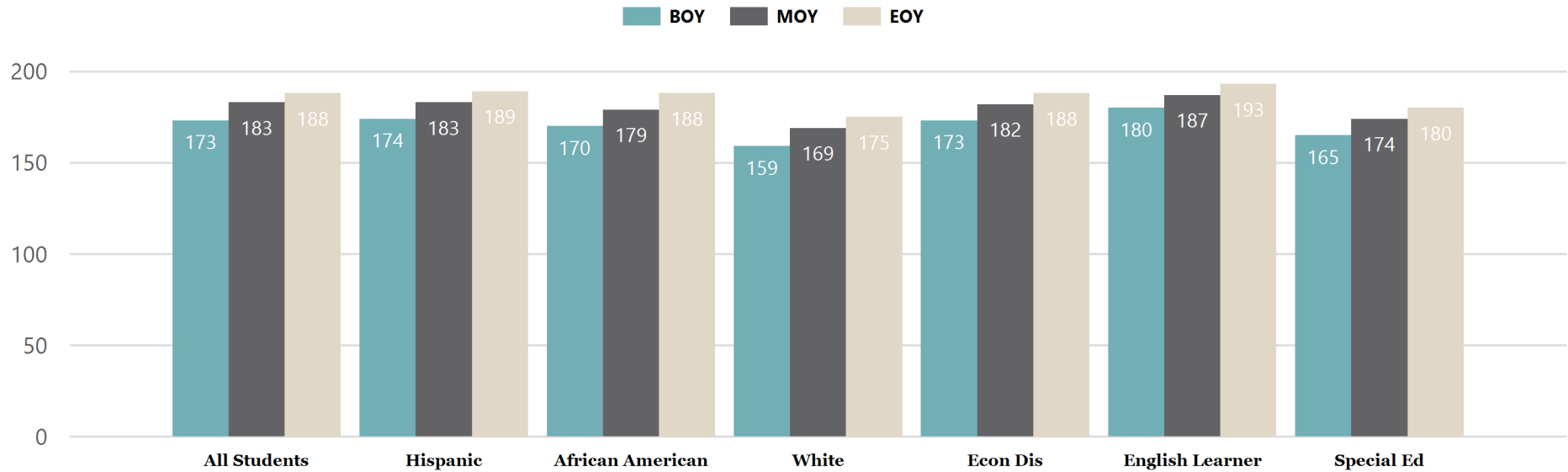


MAP Growth - Reading English

End of Year 2022-23

132 - Glen Park ES

Average RIT Score by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
All Students	301	173	299	183	292	188	15
Hispanic	264	174	264	183	258	189	15
African American	19	170	17	179	16	188	18
White	11	159	11	169	11	175	16
Econ Dis	292	173	291	182	284	188	15
English Learner	170	180	171	187	167	193	13
Special Ed	30	165	28	174	29	180	15

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Results for groups with <10 testers not included; includes Alg I

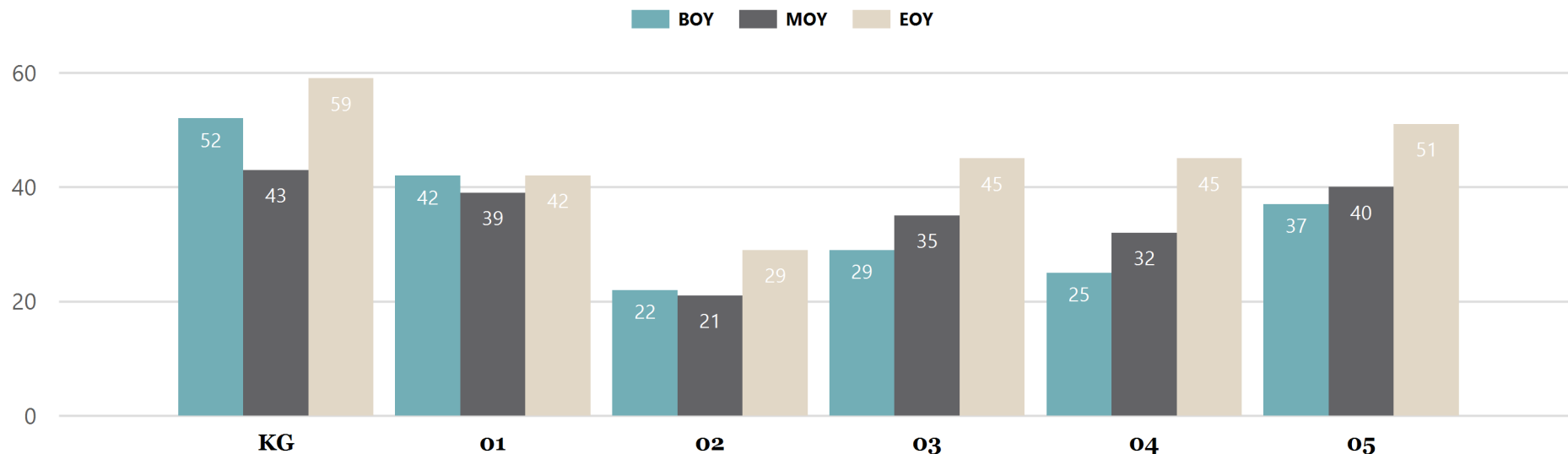


MAP Growth - Reading English

End of Year 2022-23

132 - Glen Park ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

	BOY			MOY			EOY			BOY-to-EOY	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	23	136	52	21	145	43	22	157	59	7	21
01	31	154	42	28	164	39	26	168	42	0	14
02	68	160	22	70	169	21	66	175	29	7	15
03	59	176	29	60	188	35	60	192	45	16	16
04	53	185	25	53	194	32	51	200	45	20	15
05	67	196	37	67	202	40	67	207	51	14	11
All	301	173	32	299	183	33	292	188	43	11	15

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

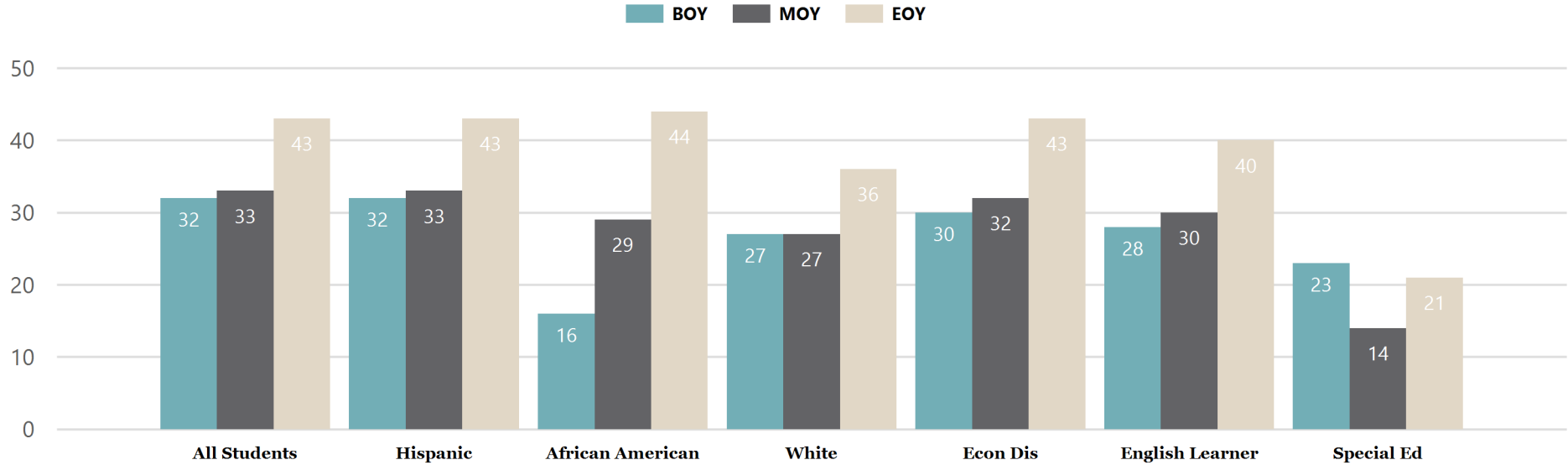


MAP Growth - Reading English

End of Year 2022-23

132 - Glen Park ES

Percent Met RIT Score Norm by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	301	173	32	299	183	33	292	188	43	11	15
Hispanic	264	174	32	264	183	33	258	189	43	11	15
African American	19	170	16	17	179	29	16	188	44	28	18
White	11	159	27	11	169	27	11	175	36	9	16
Econ Dis	292	173	30	291	182	32	284	188	43	13	15
English Learner	170	180	28	171	187	30	167	193	40	12	13
Special Ed	30	165	23	28	174	14	29	180	21	-2	15

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Results for groups with < 10 testers not included; includes Alg I



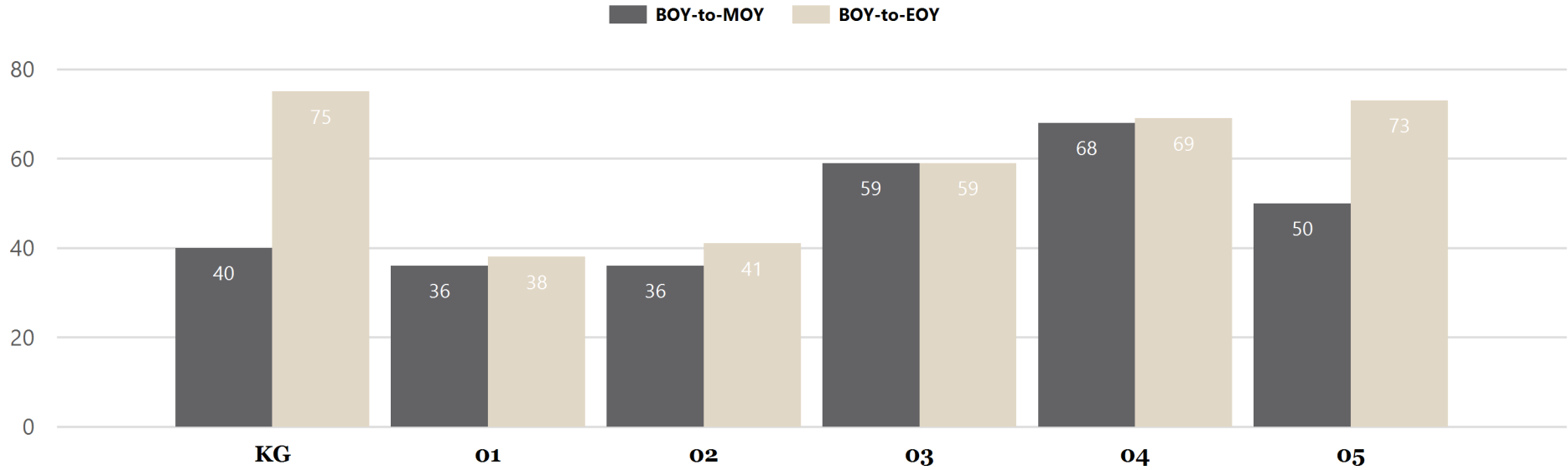


MAP Growth - Reading English

End of Year 2022-23

132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	20	40	20	75
01	28	36	26	38
02	70	36	66	41
03	59	59	58	59
04	53	68	51	69
05	66	50	67	73
All	296	50	288	59

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Results for groups with < 10 testers not included; includes Alg I



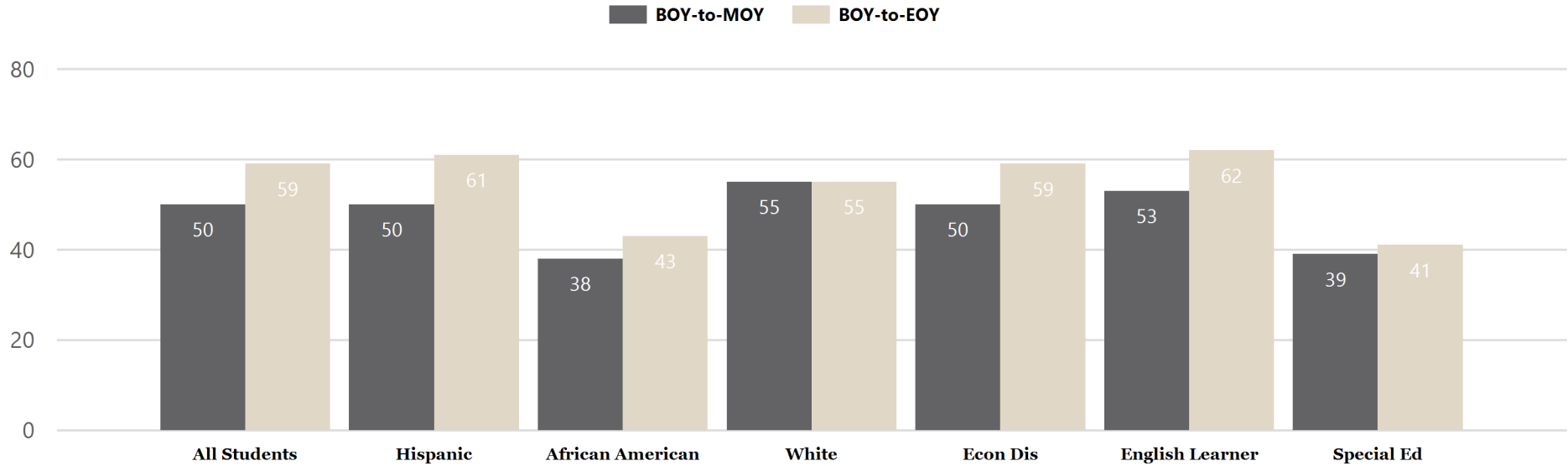


MAP Growth - Reading English

End of Year 2022-23

132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	296	50	288	59
Hispanic	262	50	256	61
African American	16	38	14	43
White	11	55	11	55
Econ Dis	288	50	280	59
English Learner	171	53	167	62
Special Ed	28	39	29	41

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

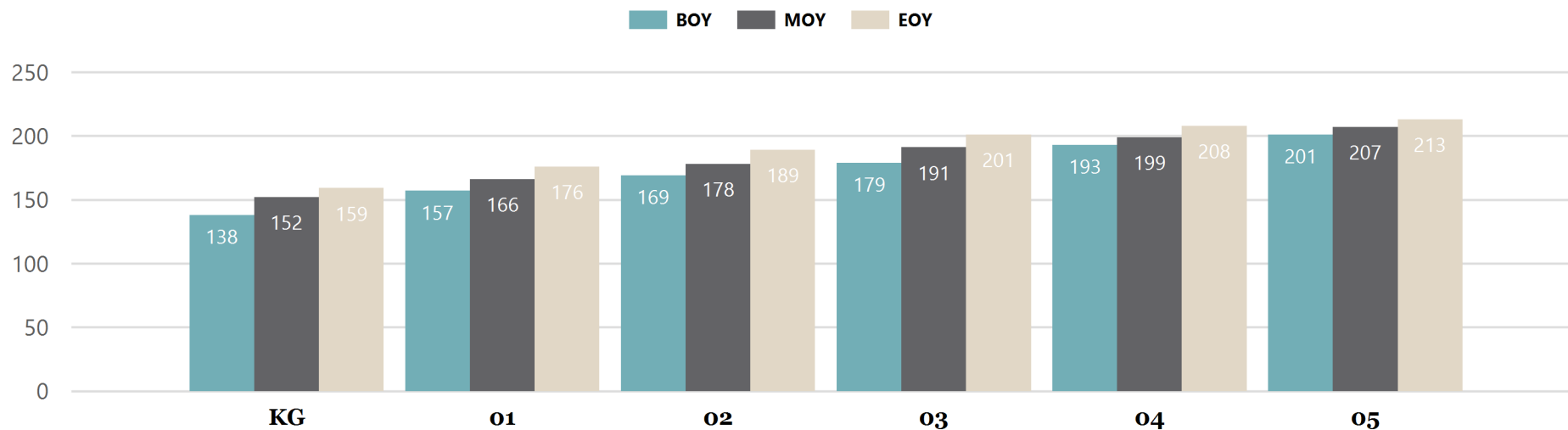


MAP Growth - Math

End of Year 2022-23

132 - Glen Park ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

Grade Level	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	61	138	61	152	63	159	21
01	62	157	59	166	59	176	19
02	68	169	70	178	66	189	20
03	58	179	60	191	60	201	22
04	53	193	53	199	51	208	15
05	67	201	67	207	67	213	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

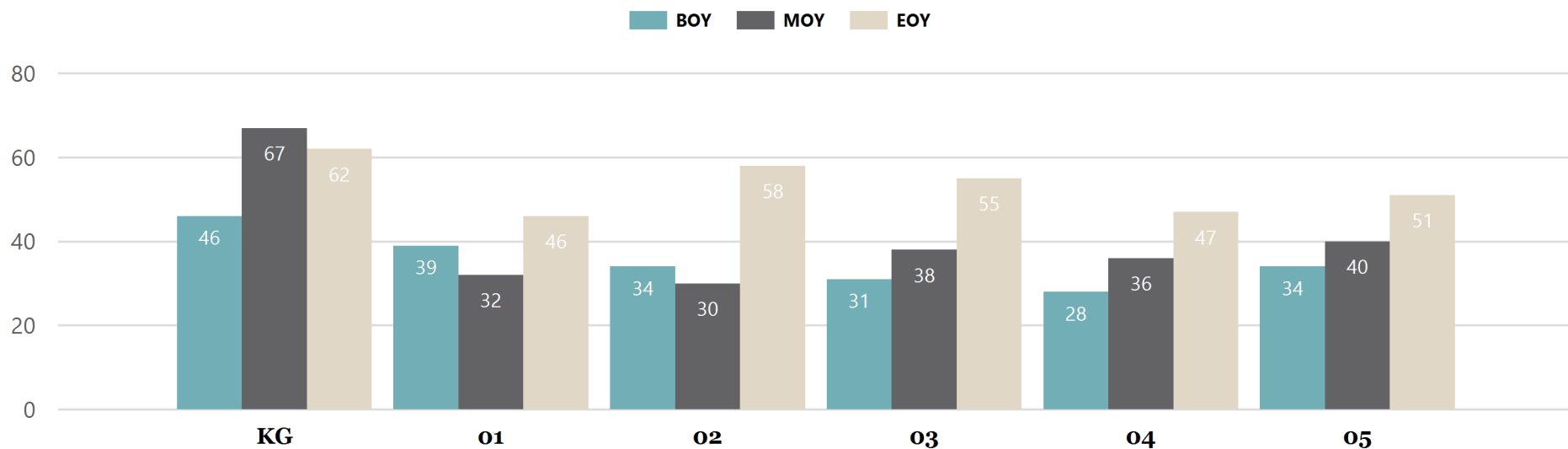
Results for groups with <10 testers not included; includes Alg I

MAP Growth - Math

End of Year 2022-23

132 - Glen Park ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	61	138	46	61	152	67	63	159	62	21	21
01	62	157	39	59	166	32	59	176	46	-7	19
02	68	169	34	70	178	30	66	189	58	-4	20
03	58	179	31	60	191	38	60	201	55	7	22
04	53	193	28	53	199	36	51	208	47	8	15
05	67	201	34	67	207	40	67	213	51	6	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

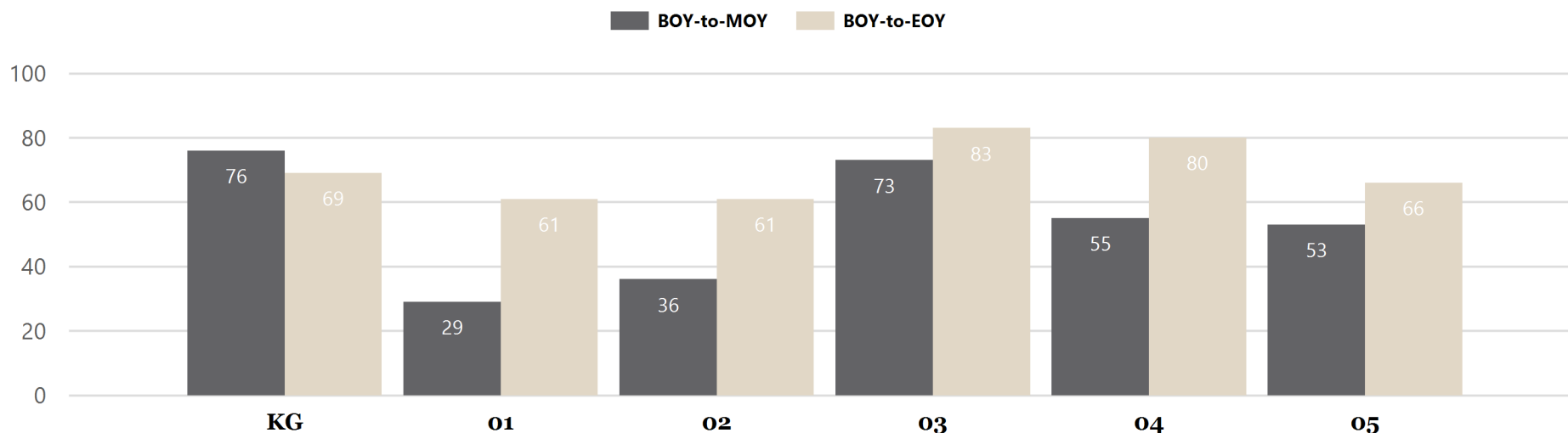


MAP Growth - Math

End of Year 2022-23

132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	58	76	58	69
01	59	29	57	61
02	70	36	66	61
03	59	73	58	83
04	53	55	51	80
05	66	53	67	66

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



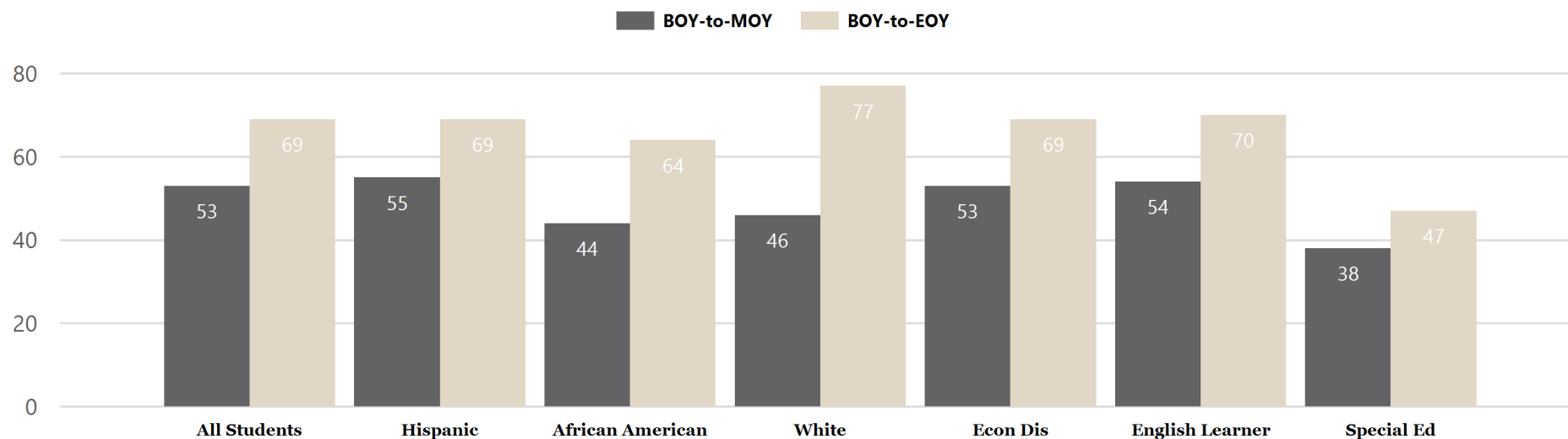


MAP Growth - Math

End of Year 2022-23

132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	365	53	357	69
Hispanic	329	55	323	69
African American	16	44	14	64
White	13	46	13	77
Econ Dis	356	53	348	69
English Learner	240	54	236	70
Special Ed	29	38	30	47

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



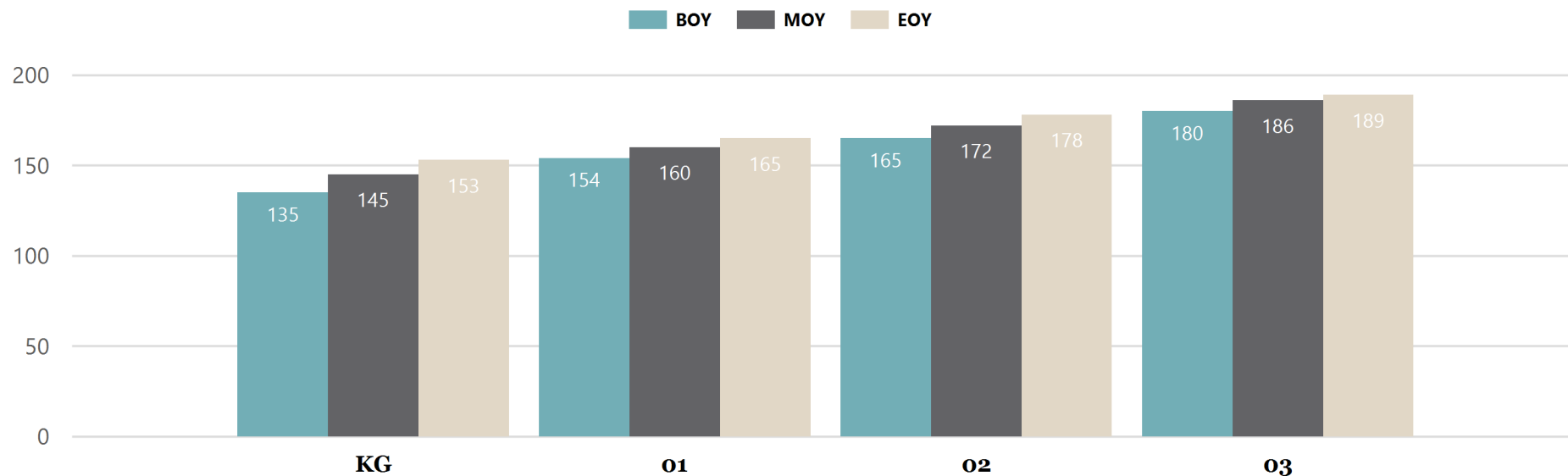


MAP Growth - Reading Spanish

End of Year 2022-23

132 - Glen Park ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

	BOY		MOY		EOY		BOY-to-EOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	39	135	40	145	41	153	18
01	31	154	31	160	33	165	11
02	38	165	40	172	39	178	13
03	30	180	30	186	30	189	9
All	138	157	141	165	143	170	13

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

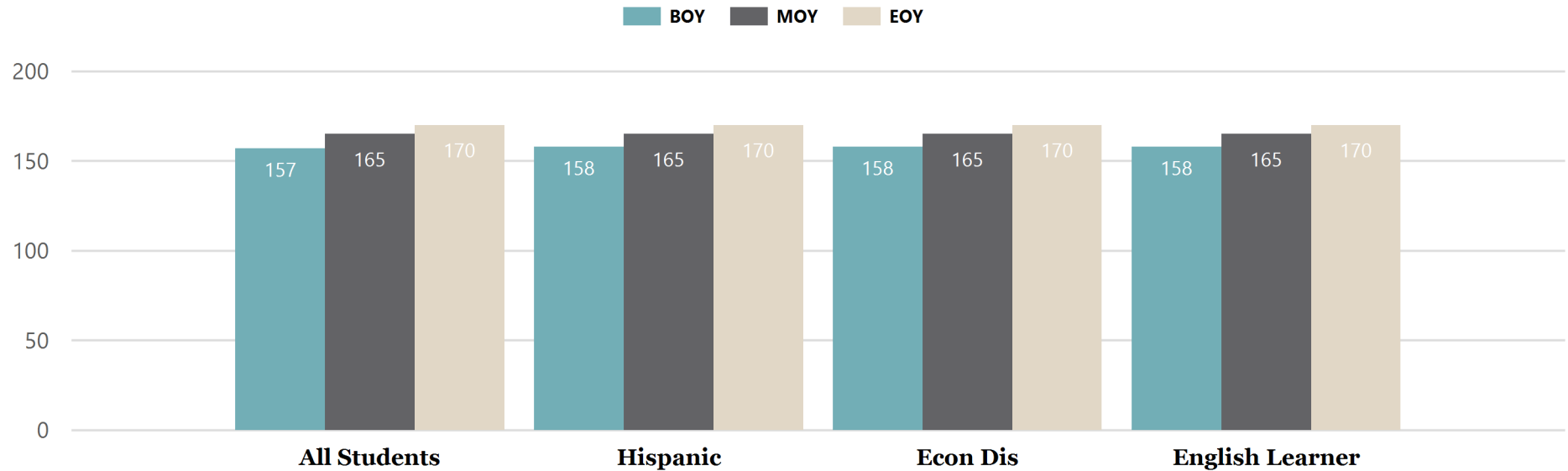




MAP Growth - Reading Spanish

End of Year 2022-23
132 - Glen Park ES

Average RIT Score by Student Group



EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Student Group	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
All Students	138	157	141	165	143	170	13
Hispanic	136	158	139	165	141	170	12
Econ Dis	137	158	140	165	142	170	12
English Learner	134	158	141	165	142	170	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

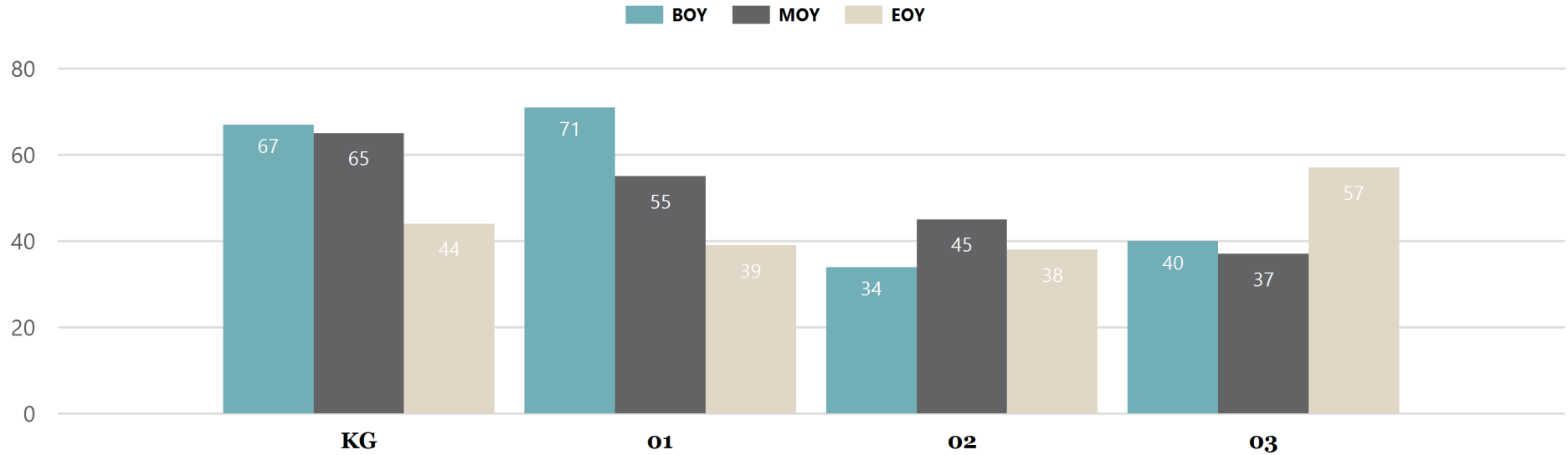




MAP Growth - Reading Spanish

End of Year 2022-23
132 - Glen Park ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	39	135	67	40	145	65	41	153	44	-2	18
01	31	154	71	31	160	55	33	165	39	-16	11
02	38	165	34	40	172	45	39	178	38	11	13
03	30	180	40	30	186	37	30	189	57	-3	9
All	138	157	53	141	165	51	143	170	44	-2	13

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



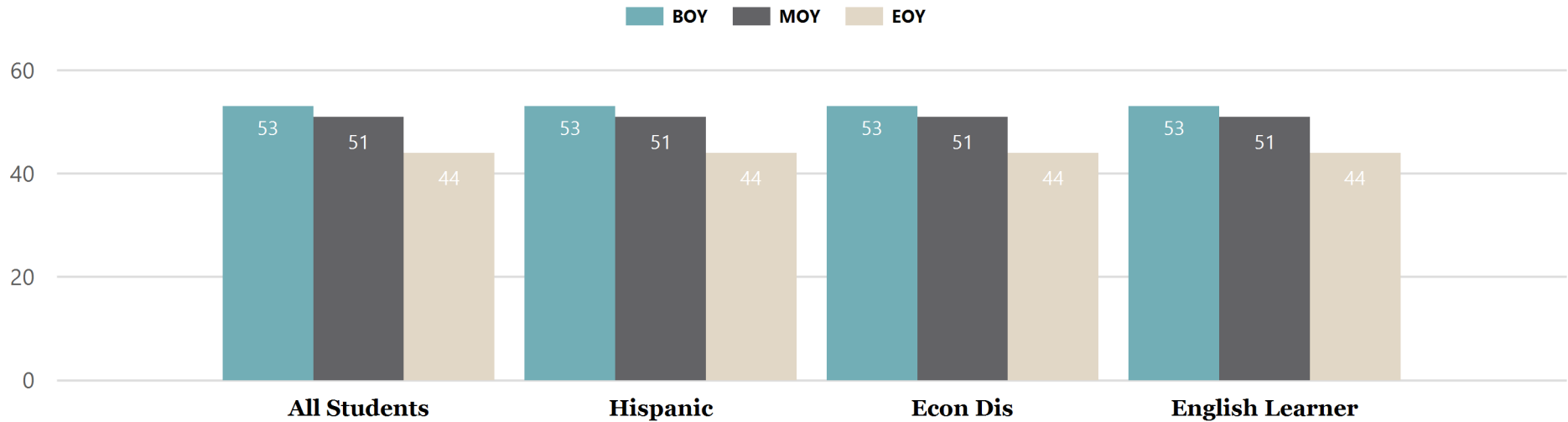


MAP Growth - Reading Spanish

End of Year 2022-23

132 - Glen Park ES

Percent Met RIT Score Norm by Student Group



EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	138	157	53	141	165	51	143	170	44	-2	13
Hispanic	136	158	53	139	165	51	141	170	44	-2	12
Econ Dis	137	158	53	140	165	51	142	170	44	-2	12
English Learner	134	158	53	141	165	51	142	170	44	-2	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



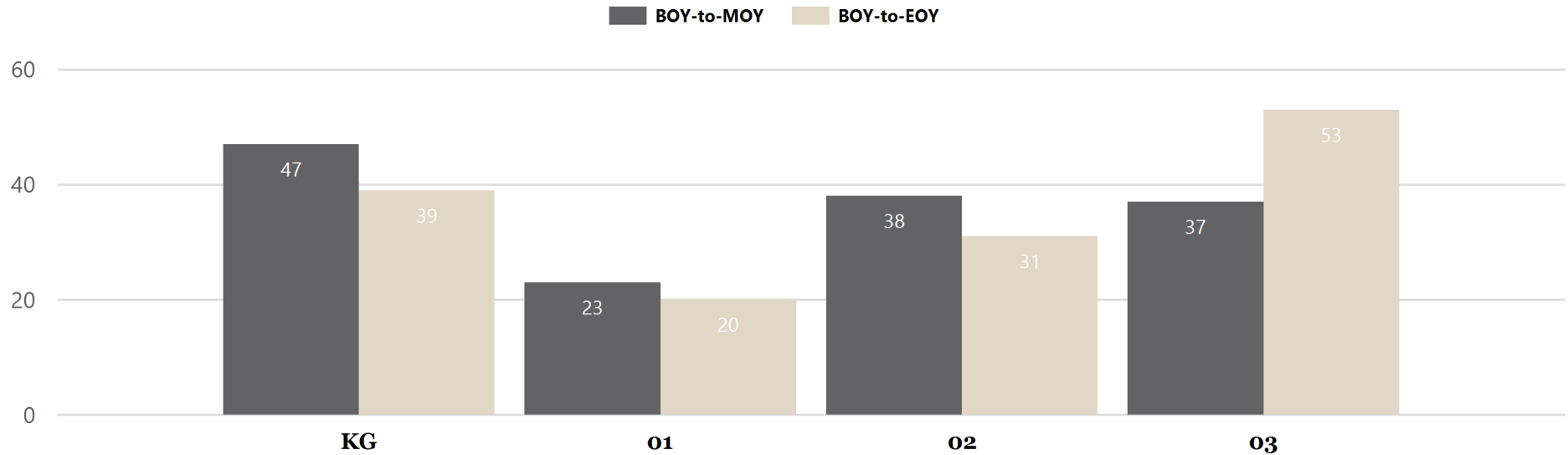


MAP Growth - Reading Spanish

End of Year 2022-23

132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	38	47	38	39
01	30	23	30	20
02	40	38	39	31
03	30	37	30	53
All	138	37	137	36

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

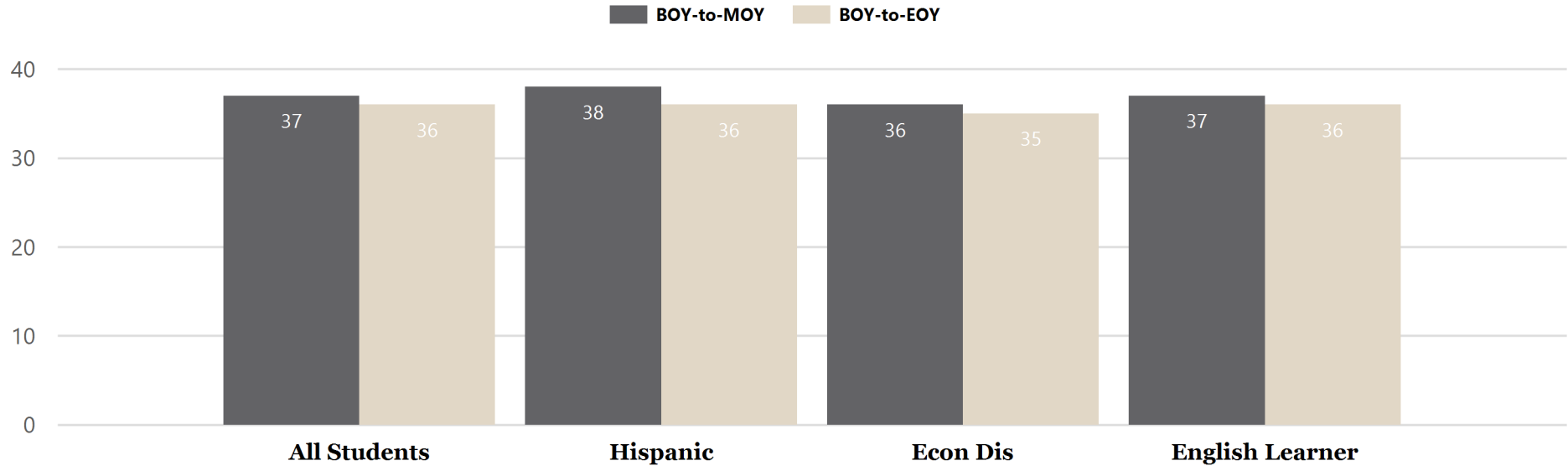




MAP Growth - Reading Spanish

End of Year 2022-23
132 - Glen Park ES

Percent Met BOY-to-EOY Projected Growth by Student Group



	BOY-to-MOY		BOY-to-EOY	
Student Group	N	% Met Projected Growth	N	% Met Projected Growth
All Students	138	37	137	36
Hispanic	136	38	135	36
Econ Dis	137	36	136	35
English Learner	138	37	137	36

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I



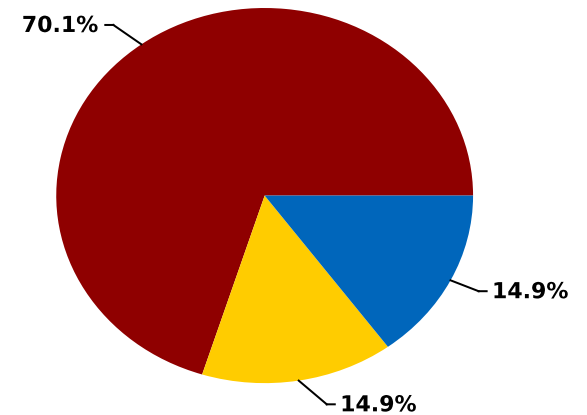
Math: Math K-12

132 - Glen Park ES

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

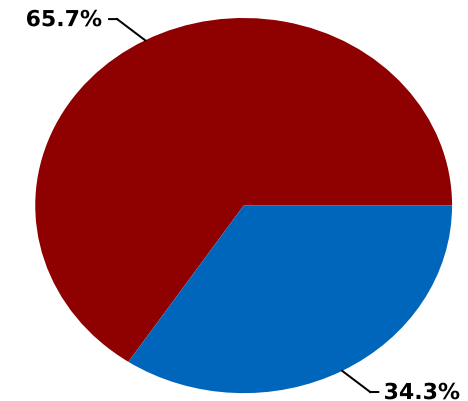
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	67	47	70.1%	10	14.9%	10	14.9%
Total	67	47	70.1%	10	14.9%	10	14.9%



Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	67	44	65.7%	23	34.3%
Total	67	44	65.7%	23	34.3%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2022-2023
 District: Fort Worth ISD
 Grouping: None
 Weeks of Instruction: 32 (Spring 2023)

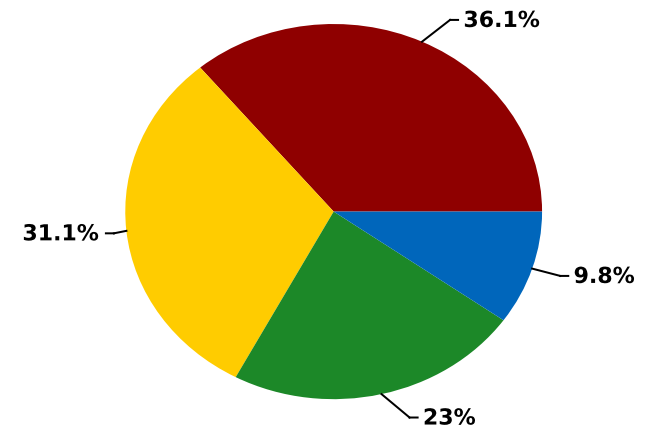
Math: Math K-12

132 - Glen Park ES

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	66	24	36.4%	21	31.8%	13	19.7%	8	12.1%
3	60	19	31.7%	19	31.7%	14	23.3%	8	13.3%
4	51	21	41.2%	16	31.4%	11	21.6%	3	5.9%
5	67	24	35.8%	20	29.9%	18	26.9%	5	7.5%
Total	244	88	36.1%	76	31.1%	56	23.0%	24	9.8%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

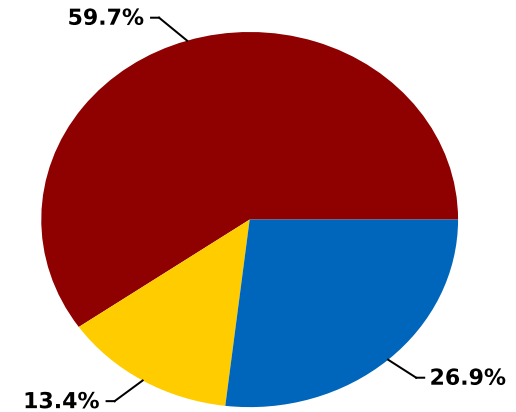
Language Arts: Reading

132 - Glen Park ES

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

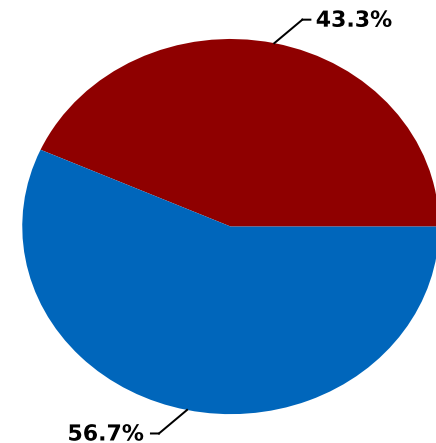
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	67	40	59.7%	9	13.4%	18	26.9%
Total	67	40	59.7%	9	13.4%	18	26.9%



Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	67	29	43.3%	38	56.7%
Total	67	29	43.3%	38	56.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

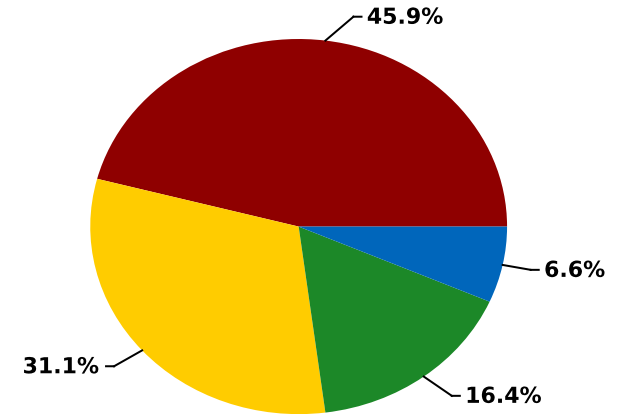
Language Arts: Reading

132 - Glen Park ES

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	66	41	62.1%	16	24.2%	8	12.1%	1	1.5%
3	60	24	40.0%	19	31.7%	12	20.0%	5	8.3%
4	51	20	39.2%	20	39.2%	7	13.7%	4	7.8%
5	67	27	40.3%	21	31.3%	13	19.4%	6	9.0%
Total	244	112	45.9%	76	31.1%	40	16.4%	16	6.6%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

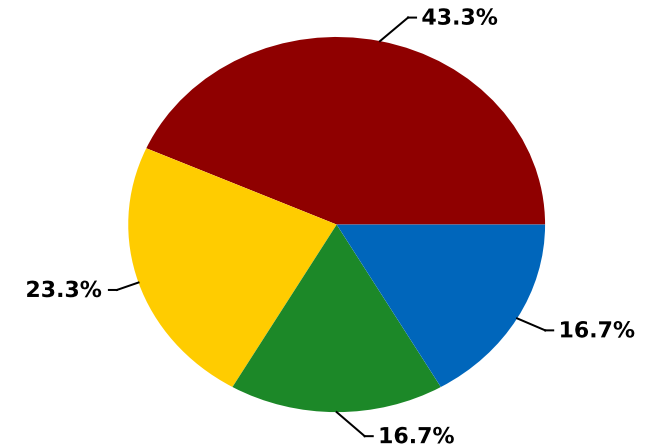
Language Arts: Reading (Spanish)

132 - Glen Park ES

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	30	13	43.3%	7	23.3%	5	16.7%	5	16.7%
Total	30	13	43.3%	7	23.3%	5	16.7%	5	16.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

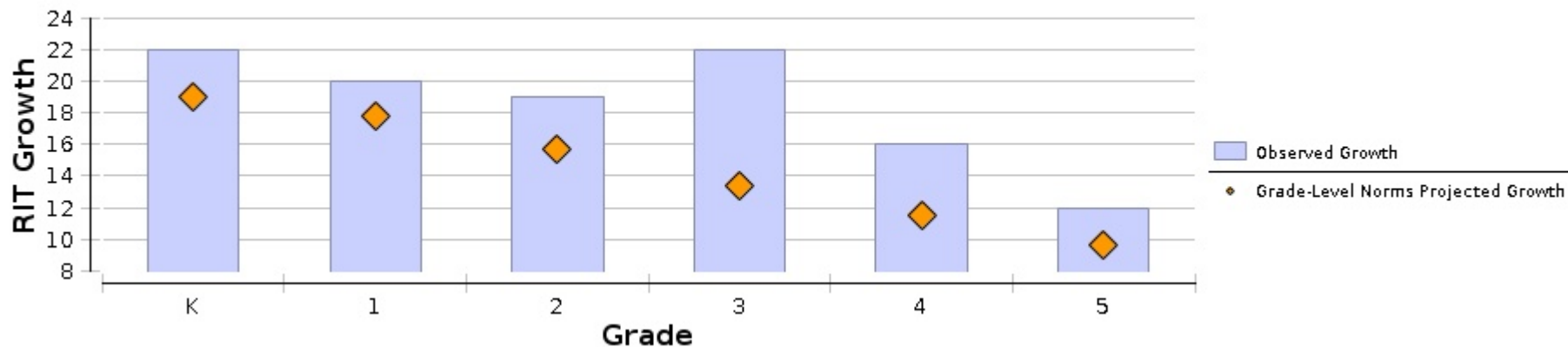
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

132 - Glen Park ES

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	58	138.0	7.4	49	159.6	7.8	69	22	0.8	19.0	1.08	86	58	40	69	70
1	57	157.1	10.1	40	176.7	12.2	52	20	1.0	17.8	0.66	74	57	35	61	64
2	66	170.3	11.9	28	189.0	13.3	47	19	0.9	15.7	1.24	89	66	40	61	66
3	58	179.3	13.6	9	200.9	14.4	49	22	0.9	13.4	3.64	99	58	48	83	86
4	51	192.9	14.1	19	208.4	14.9	39	16	0.9	11.5	1.89	97	51	41	80	74
5	67	200.6	16.6	14	212.9	18.4	24	12	0.9	9.6	1.08	86	67	44	66	59

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

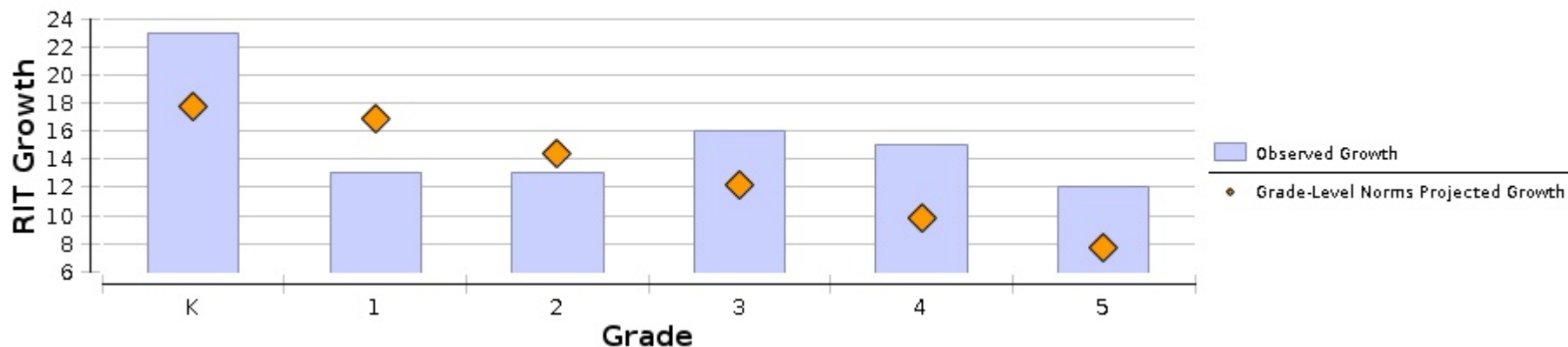
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

132 - Glen Park ES

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	20	135.3	7.5	49	157.9	10.0	82	23	2.6	17.7	1.89	97	20	15	75	67
1	26	154.8	11.3	52	168.1	12.7	30	13	1.3	16.9	-1.34	9	26	10	38	35
2	66	161.4	13.5	7	174.6	14.9	6	13	1.0	14.4	-0.43	33	66	27	41	36
3	58	176.2	16.4	10	191.8	16.6	23	16	1.4	12.1	1.52	94	58	34	59	57
4	51	185.4	15.5	8	200.0	16.2	25	15	1.5	9.8	2.18	99	51	35	69	70
5	67	195.8	17.9	13	207.5	14.8	31	12	1.3	7.7	1.87	97	67	49	73	61

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

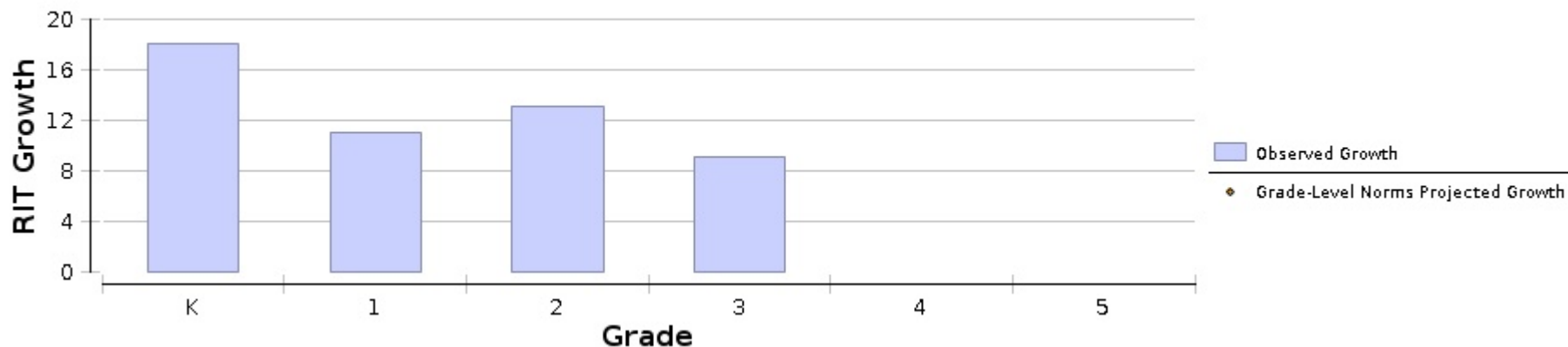
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

132 - Glen Park ES

Language Arts:
Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	38	135.6	6.9		153.2	8.1		18	1.1				38	15	39	43
1	30	154.4	11.5		165.3	12.7		11	1.1				30	6	20	31
2	39	164.9	13.6		177.7	13.2		13	1.0				39	12	31	39
3	30	179.9	16.0		188.8	16.6		9	1.5				30	16	53	49
4	0	**			**			**					**			
5	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Perla Ledezma	Romina Sarai Castillo Ledezma	ledezmaPerla244 @gmail.com	817 550 4129	3
Clara Espinoza	brandon Espinoza		817 489 8158	1
Celina Gomez	anthony vargas	CelinaGomez283@gmail.com	817 691 629	5
Juana M- Pre	Mia Ramirez		682 551 4218	3
Lvada M. Lopez	Ximena Ramirez		682 551 4218	1
Norio Garcia	Arianza Almanza Elizabeth Almanza Jehana Almanza		817-733-7668	3
Leslie Bustos	Anacelly Bustos Adalyn Bustos	lesliebustos 1994@gmail.com	817 682 8188	Kindergarten PRE-K 4th
Zuleyana Perez	Brandon Rico		817-849-4616	4th grade
Heidy Coaraza	Anthony Caranza		817-768-0168	1 grade

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Martela Stenago	Ayden Mandujano Edwin Mandujano	Aydenmandujano23@gmail.com	682-234-1549	K 2
EFISenio Martinez Daisy Sandoval	Noel Martinez Caleb Rocha Jesse & Jasso		817 902 5441 817 253 4818	1 PK 3rd
Maria Villanueva	Isabella Villanueva		817 733 6760	4th
Maria Villanueva	Elena Villanueva		917 737 6760	Pre-K
Maribel Castañeda	Kuissa Morales		817-566-3098	2
Myrna Ries	Jade Gonzalez		817 805 2326	Pre-K
Floris Vega	Jesus Vega		817 441 3584	4th
Dee Anna Wysocki	Mica Venzor		817-784-4847	2

Title 1 Meeting
September 18, 2023

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Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Solene Cisneros	Sarah Lopez	lunacareneth@gmail.com	682-207-9353	2 ^a
Perla Gutierrez	Jesus A Uribe	Perla Gutierrez@gmail.com	682-221-9455	3 ^{ro}
Lizeth Saldívar	Danely Diaz		817-655-0590	Kinder
Margarita Navarro	Andres Saldana	megymr03@icloud.com	817-879-9578	5
Erika Cruz	Hector Renteria	Cruz h e r 8@gmail	956 6351821	Kinder
Christina Ramirez	Pablo Carolina Ramirez	christinamrs@icloud.com	817-584-4221	PreK / 2 nd
Maria Guadalupe Dominguez	Jorge Uriel Ortega	lupitaad26@hotmail.com	682-553 6440	3 ^o
Maria Dominguez	Kimberly Lopez		817 2623454	1 ^o
Gaby Del Villar	Evelyn Rendon	Gabriela Del Villar 934	682 3281172	3 ^{er}

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Vanessa Corderos	Jacob Corderos	V.lorderos84@gmail	817-363-3889	5
Karina Herrera	Sebastian Villarreal	Karimaherrera1cloud.com	682-352-6093	5 th
Patricia Sigala	Ulises Farfan		817-534-6686	2
Elizabeth Rosas	Emily Camarena		682-230-0436	PreK
Maria flores	Dayra Henriquez		682-469-5087	K
maria flores	Constina Olivias		682-419-5087	3
maria Flores	John dmedez		682-469-50	5
Mercedes Rodriguez	Matteo Lopez		817-936-1839	PreK.
Chmic Gomez	Matteo Avila		682-331-0507	4

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Maria Tapia	Amy Escobedo	mtapia19@gmail.com	93-487-8385	Pre-K
Clara Aguilar	Emmanuel Morales		(817) 862-6486	3
Amanda Recio	Leo Varela	ark1283@hotmail.com	817 408 0515	5
Eiisa Gonzalez	Camila Gonzalez		817 992 1455	3
Dania Villalobos	Ivis Villalobos	dania.villalobos1134@gmail.com	682 4772361	
Maria Araceli Gomez	Guadalupe Palomo	araceli.palomo33@gmail.com	817-231-3371	3
Ulises	Feli		682-400-7855	
Faye Young	SyRe Washington	syre.henderson@yahoo.com	817-892-1385	4
Oscar Camacho	Ava Camacho	oscar.camacho31@yahoo.com	817-9465595	Kind

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Jasmine Menes	Alexis Adrián Menes	lumen24099@gmail.com	652 260 4385	2nd 4th
Mariceli Nuez	Matias Espinoza Nuez	461 336 77 70		5
Marissa Martinez	Kayla Cortina	2015amhmartinez@gmail.com	682 359 4213	Pre-K
Maria Reveles	Padotte Carolina Martinez		817 313 6095	1st 3rd
Magdalena Raula	Andres Reveles		682 230 1389	1st
Claudia Luna	Ashley Naranjo Kim	Luna-Beristay@yahoo.com	(682) 556-6184	K-3rd
Maria Escobar	Rashel Naranjo 3rd Sagari Barrera Sofia Barrera		817 968 4250	5th Kinder
Vanessa & Richard Soto	Aaliyah Soto Alliana Soto	Soto.VanessaD@yahoo.com	682-553-0915	Pre-K 3rd
Citlaxa Ramirez	Paolina Rivera Leonardi		972 480 2346	5-1

Glen Park Elementary (#132)

Title 1 Meeting

September 18, 2023

Parent(s) Padre(s)	Students Estudiantes	E-mail Correo Electrónico	Phone Number Número de teléfono	Grade Grado
Natalie Soto	Teresa Soto		817 987 7055	3 rd
Claudia Rivera	Daniela Medrano		817 448 2533	K
Jana Santilen	Jorge Hernandez		682-364-2586	3 rd
Dolores Gonzalez	Danny Loreda - G		682-552-8762	S
Silvia Vega	Abel Avila		682-552-8762	S
Elizabeth Mora	Kathelyn Estrada		682-221-5337	S
Jonathan Pizarro	Jeissy Pizarro		817 893 0443	3 ^d

September 18, 2023

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

It is the belief of all those who enter the doors of Glen Park Elementary School, that effective schools are a result of families and school staff working together to ensure that children are successful in school. In addition, we believe that student performance will improve consistently based on this partnership. We are committed to fostering high expectations and promoting attitudes with a goal of achieving equality and excellence in a safe and nurturing environment.

PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
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4. Take home materials and information needed to complete assignments. Take responsibility for my part.
5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Erick S. Dominguez

Parents Signature: Araceli Gonzalez

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

Es la creencia/convicción de todos los estudiantes que entran por las puertas de la Escuela Elemental Glen Park, que las escuelas efectivas son un resultado de las familias y el personal de la escuela trabajando juntos para asegurar que los niños tengan éxito en la escuela. Mas aun, nosotros creemos que el aprovechamiento académico mejorara consistentemente basado en este acuerdo. Estamos comprometidos de fomentar altas expectativas y promover actitudes con una meta de logros de igualdad y excelencia en un ambiente seguro y acogedor.

RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
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- 3) Proveer un ambiente que promueva un activo aprendizaje.
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- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante

S.R. [initials]

Firma del Padre

[signature]

Firma de la directora

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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10. Instill a lifelong appreciation for learning.

Students Signature: Hernan Aviles

Parents Signature: Maria Herlihy

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Af Saori Barrera

Firma del Padre Maria Pineda

Firma de la directora _____

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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10. Instill a lifelong appreciation for learning.

Students Signature: _____

Eli Ri 05

Parents Signature: _____

Stephanie Ramirez

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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RESPONSABILIDAD DE LOS ESTUDIANTE

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RESPONSABILIDADES DE LOS MAESTRO

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- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante

Yovana Regalado

Firma del Padre

Geovanni Regalado

Firma de la directora

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Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Ethan Mendez

Firma del Padre Maria Salazar

Firma de la directora _____

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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Students Signature: _____

Parents Signature: _____

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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Firma del estudiante Brandon Espinoza

Firma del Padre Clara Espinoza

Firma de la directora _____

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**Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street - Fort Worth, Texas 76119**

Es la creencia/convicción de todos los estudiantes que entran por las puertas de la Escuela Elemental Glen Park, que las escuelas efectivas son un resultado de las familias y el personal de la escuela trabajando juntos para asegurar que los niños tengan éxito en la escuela. Mas aun, nosotros creemos que el aprovechamiento académico mejorara consistentemente basado en este acuerdo. Estamos comprometidos de fomentar altas expectativas y promover actitudes con una meta de logros de igualdad y excelencia en un ambiente seguro y acogedor.

RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek - 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek - 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
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- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Kimona

Firma del Padre [Firma]

Firma de la directora _____

Favor de devolver esta pagina firmada a su maestra(o).



Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
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8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

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1. Believe each child can learn and achieve success.
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4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Alaan Dominguez

Parents Signature: Araceli Gonzalez

Principal Signature: _____

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Students Signature: Edwin Aguilar

Parents Signature: Yesenia Lainez

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
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Firma del estudiante Aylin Duran

Firma del Padre Judit Bañuelos

Firma de la directora _____

Favor de devolver esta pagina firmada a su maestra(o).

De la Vega

Parent/Student Compact
Glen Park Elementary School
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Students Signature: _____

Parents Signature: _____

Principal Signature: _____

Adrian Reveles

Magdalena Reveles

Parent/Student Compact
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Students Signature: _____

Aimee Orpeza

Parents Signature: _____

Marya Orpeza

Principal Signature: _____

Parent/Student Compact
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Students Signature: _____

Adden Rico

Parents Signature: _____

Maria Negrete

Principal Signature: _____

Parent/Student Compact
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Parents Signature: _____

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Students Signature: Isaias David Tellez

Parents Signature: Vanessa Alderba

Principal Signature: _____

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Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Respetar y valorar las características únicas de cada niño/a y su familia.
- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Wesley Oliveros Anila

Firma del Padre Janeeth Anila

Firma de la directora _____

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Contrato de Padres/Estudiantes
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Firma del estudiante

Mathelyn Estrada

Firma del Padre

Elizabeth Mora

Firma de la directora

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Parent/Student Compact
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PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
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5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Giselle Silva

Parents Signature: *[Signature]*

Principal Signature: _____

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Firma del estudiante

Sarah Lopez

Firma del Padre

[Firma]

Firma de la directora

[Firma]

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Firma del estudiante Alexa Martinez

Firma del Padre Maritza Ramirez

Firma de la directora _____

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Firma del estudiante Elizabeth Almanza

Firma del Padre Maria Garcia

Firma de la directora _____

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Parent/Student Compact
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8. Seek ways to involve parents in programs.
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Students Signature: Desfina Carbajal

Parents Signature: Juana Ponce-U

Principal Signature: _____

Parent/Student Compact
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Students Signature: _____

Sebastian V

Parents Signature: _____

Karen

Principal Signature: _____



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Students Signature: _____

Pablo Ramirez

Parents Signature: _____

[Signature]

Principal Signature: _____

Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
3. Attend school regularly and be on time daily at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Take home materials and information needed to complete assignments. Take responsibility for my part.
5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Paloma Rivera

Parents Signature: Teresa Ramirez

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Respetar y valorar las características únicas de cada niño/a y su familia.
- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Guadalupe palomo

Firma del Padre Maria Araceli Gomez

Firma de la directora _____

Favor de devolver esta pagina firmada a su maestra(o).

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
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- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Juliana Martinez Angel

Firma del Padre Nancy Angel - Lopez

Firma de la directora _____

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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Students Signature: Andrea Bustos

Parents Signature: Lashie Bustos

Principal Signature: _____

**Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119**

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Firma del estudiante

Jayla P. 159

Firma del Padre

Carol Almanza

Firma de la directora

Favor de devolver esta pagina firmada a su maestra(o).

THE HISTORY OF THE
CITY OF BOSTON
FROM 1630 TO 1800

The city of Boston, from its first settlement in 1630, has been a center of commerce and industry. It has been a city of great importance, and its history is one of the most interesting and important in the United States.

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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TEACHER RESPONSIBILITY

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6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Mia Perez

Parents Signature: Jane M. Perez

Principal Signature: _____

Parent/Student Compact
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Students Signature: John G Salazar

Parents Signature: ES

Principal Signature: _____

**Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
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Firma del estudiante

Lee Vance

Firma del Padre

[Signature]

Firma de la directora

Favor de devolver esta pagina firmada a su maestra(o).

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- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Respetar y valorar las características únicas de cada niño/a y su familia.
- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
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- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Anthony TP11 Ez

Firma del Padre Miguel Telles

Firma de la directora _____

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Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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Firma del estudiante Allison Zuniga

Firma del Padre Maria Sotelo

Firma de la directora _____

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Firma del estudiante Nestor Muñoz

Firma del Padre LIZETH BARRUELOS

Firma de la directora _____

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Firma del estudiante Alondra Martinez

Firma del Padre Maritza Ramirez

Firma de la directora _____

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Firma del estudiante [Firma]

Firma del Padre Maria delacruz Morales

Firma de la directora _____

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Firma del estudiante Caleb Rocha

Firma del Padre [Firma]

Firma de la directora _____

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

It is the belief of all those who enter the doors of Glen Park Elementary School, that effective schools are a result of families and school staff working together to ensure that children are successful in school. In addition, we believe that student performance will improve consistently based on this partnership. We are committed to fostering high expectations and promoting attitudes with a goal of achieving equality and excellence in a safe and nurturing environment.

PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
3. Attend school regularly and be on time daily at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Take home materials and information needed to complete assignments. Take responsibility for my part.
5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Raundo Favela

Parents Signature: Sonia De La Torre

Principal Signature: Sonia De La Torre

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Parents Signature: _____

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Students Signature: Isaac Dominguez

Parents Signature: Araceli Gonzalez

Principal Signature: _____

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4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
3. Attend school regularly and be on time daily at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Take home materials and information needed to complete assignments. Take responsibility for my part.
5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: Danny Lopez Gonzalez

Parents Signature: Dolores Gonzalez

Principal Signature: _____

Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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10. Instill a lifelong appreciation for learning.

Students Signature: _____

Adeliz Brito

Parents Signature: _____

[Signature]

Principal Signature: _____

Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: CRISTIAN

Parents Signature: MARIA GARCIA

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Respetar y valorar las características únicas de cada niño/a y su familia.
- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante

Francisco Valdez

Firma del Padre

Manuel Ortiz

Firma de la directora

Favor de devolver esta pagina firmada a su maestra(o).

**Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119**

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- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

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- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante

Daniel Chavez

Firma del Padre

Maria delacruz Morales

Firma de la directora

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Escuela Elemental Glen Park
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- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Ashley Lopez

Firma del Padre [Firma]

Firma de la directora _____

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Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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10. Instill a lifelong appreciation for learning.

Students Signature: _____

Melanie Ordoñez

(Parent Signature)

Parents Signature: _____

Stephanie Salazar

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Madeleine

Firma del Padre Maria Franco

Firma de la directora _____

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Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
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Firma del estudiante Sofia Barrera

Firma del Padre Maria Pescina

Firma de la directora _____

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Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

Es la creencia/convicción de todos los estudiantes que entran por las puertas de la Escuela Elemental Glen Park, que las escuelas efectivas son un resultado de las familias y el personal de la escuela trabajando juntos para asegurar que los niños tengan éxito en la escuela. Mas aun, nosotros creemos que el aprovechamiento académico mejorara consistentemente basado en este acuerdo. Estamos comprometidos de fomentar altas expectativas y promover actitudes con una meta de logros de igualdad y excelencia en un ambiente seguro y acogedor.

RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo.
- 3) Participar a la escuela regularmente y estar a tiempo diariamente a las 7:50am y la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad.
- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Respetar y valorar las características únicas de cada niño/a y su familia.
- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
- 5) Planificar efectivamente y proveer una enseñanza y liderazgo de calidad.
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante Genesis Mora

Firma del Padre Leticia Sanchez

Firma de la directora _____

Favor de devolver esta pagina firmada a su maestra(o).

Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119

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PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

1. Believe that I can learn the skills and objectives presented in class and be successful.
2. Show respect for my school, other people and myself.
3. Attend school regularly and be on time daily at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Take home materials and information needed to complete assignments. Take responsibility for my part.
5. Read every night a minimum of fifteen minutes.
6. Work cooperatively with students and staff.
7. Return homework to school neatly and on time.
8. Always try to do my best in my work and my behavior.
9. Have a positive attitude towards school.
10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: _____

Parents Signature: _____

Principal Signature: _____

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Students Signature: Ja'Kavion 7450n

Parents Signature: 3 Banks

Principal Signature: _____

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TEACHER RESPONSIBILITY

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3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
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7. Maintain open lines of communication with students and parents/guardian.
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Students Signature: Mario Silva

Parents Signature: Judy Silva

Principal Signature: _____

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Students Signature: Sebastian Diaz Lopez

Parents Signature: Kelly Lopez

Principal Signature: _____

Ambriz

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Students Signature: Azael Orta

Parents Signature: Mariela Contreras

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
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- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento.
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegure que el dispositivo (Chromebook) tenga suficiente carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito.
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- 3) Proveer un ambiente que promueva un activo aprendizaje.
- 4) Debo estar en el salón antes de las 7:40am para saludar a cada estudiante que entre al salón.
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- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a.
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes.
- 8) Buscar formas de envolver a los padres en los programas.
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres.
- 10) Motivar una apreciación duradera por el aprendizaje.

Firma del estudiante

Violeta Gomez

Firma del Padre

Juana Rodriguez

Firma de la directora

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**Contrato de Padres/Estudiantes
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Firma del estudiante Juan

Firma del Padre KVDJ

Firma de la directora _____

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Firma del estudiante Edwen Mandujano

Firma del Padre Morissa G. Tamayo

Firma de la directora _____

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10. Ensure Chromebook is charged daily to ensure optimal use during the instructional school day.

TEACHER RESPONSIBILITY

1. Believe each child can learn and achieve success.
2. Respect and value the uniqueness of each child and his or her family.
3. Provide an environment that promotes active learning.
4. Be in the classroom ready by 7:40 am to greet students and set their day for success!
5. Plan effectively and provide quality teaching and leadership.
6. Check that all work has been completed to the child's best ability.
7. Maintain open lines of communication with students and parents/guardian.
8. Seek ways to involve parents in programs.
9. Demonstrate professional behavior towards students, staff and parents.
10. Instill a lifelong appreciation for learning.

Students Signature: _____

Zoe Martinez

Parents Signature: _____

Maria Colin

Principal Signature: _____

**Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119**

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RESPONSABILIDAD DE LOS PADRES:

- 1) Creer que mi niño/a puede aprender y lograr éxito.
- 2) Mostrar respeto y apoyo a mi hijo/a, el personal escolar, y la escuela.
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50am y a la salida a las 3:20pm (Prek – 2:30 pm.).
- 4) Participar en las conferencias de padres-maestros y otros eventos.
- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes.
- 6) Preguntar al niño/a todos los días como le fue en la escuela.
- 7) Motivar una actitud positiva hacia la educación.
- 8) Asegurarme que mi hijo lea diariamente un mínimo de quince minutos.
- 9) Modelar una actitud positiva hacia la escuela.

RESPONSABILIDAD DE LOS ESTUDIANTE

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso.
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- 5) Leer todas las noches un mínimo de quince minutos.
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela.
- 7) Devolver las tareas bien hechas y a tiempo a la escuela.
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Firma del estudiante

Yulissa Martinez

Firma del Padre

Maritza Ramirez

Firma de la directora

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Firma del estudiante Aronza Almanza

Firma del Padre Maria Garcia

Firma de la directora _____

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Firma del estudiante Alexa Duran

Firma del Padre Judit Bañuelos

Firma de la directora _____

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**Parent/Student Compact
Glen Park Elementary School
3601 Pecos Street – Fort Worth, Texas 76119**

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PARENT RESPONSIBILITY

1. Believe my child can learn and achieve success.
2. Show respect and support for my child, the staff and the school.
3. See that my child attends school regularly and is on time each morning at 7:50 am and dismissal at 3:20 pm (Prek – 2:30 pm.).
4. Attend parent-teacher conferences and other events.
5. Sign and return all papers that require a parent or guardian's signature.
6. Ask every day how was their day.
7. Encourage a positive attitude towards education.
8. Ensure that my child reads daily a minimum of fifteen minutes.
9. Model a positive attitude towards school.

STUDENT RESPONSIBILITY

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Students Signature: Brianna Perez

Parents Signature: Rosy Holkin

Principal Signature: _____

Contrato de Padres/Estudiantes
Escuela Elemental Glen Park
3601 Pecos Street – Fort Worth, Texas 76119

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Firma del estudiante

Alonso Martinez

Firma del Padre

Maritza Ramirez

Firma de la directora

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Firma del estudiante

ALEXANDER

Firma del Padre

Miguel Sgo

Firma de la directora

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Parents Signature: _____

Principal Signature: _____

Glen Park Elementary

School Parent Involvement Policy

Statement of Purpose

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

Developing the Policy

The Parent Involvement Policy is developed and reviewed annually by a group of parents. This group will meet a minimum twice per academic school year to plan, implement, and review the policy. Meetings will be conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted as a part of the school's parent meetings at the beginning of the year. During this meeting, school test data, parental involvement activities, school curriculum and school procedures will be shared. In addition, parents will be given an opportunity to make suggestions regarding improving parent participation in parental activities. Opportunities for electronic and/or paper meetings will also be made available.

School-Parent Compact

A School-Parent Compact for each student will be issued during the meeting. When the parents visit their child's classroom, the teachers will explain the compact to the parents and request the parents' and students' signatures during this meeting. New students will receive the Compacts upon arrival at the campus. All compacts will be maintained in the office files during the school year.

Programs and the School Community

During each parental involvement activity, feedback from the parents will be used to determine the overall effectiveness of that particular activity. Parents will also be given an opportunity to place their suggestions in writing. The analysis of the feedback will assist the parent committee in planning future activities.

Staff-Parent Communication

Parental communication will be documented via parental communication logs. Parents will be consistently notified regarding their child's progress at school. Students who display a lack of academic progress or behavior concerns will be notified more frequently. Information regarding special scheduled conferences or events will be delivered by Parent Link and flyers. In addition, teachers will return parent phone calls or process parent information requests in a timely manner.

Evaluation

The Parent Involvement Program will be evaluated by a group of parents and school staff at one of the two required meetings.

Funding

The Parental Involvement Budget and Family Engagement Specialist budget will be used to purchase supplies and materials to implement this program. In addition, the Title I instructional supplies budget will be used to purchase materials and supplies to implement learning instructional strategies or activities for the parent program.



GLEN PARK ELEMENTARY TITLE 1 MEETING SEPTEMBER 18, 2023



Welcome

2023-2024 School Year

Principal: Hilda Herrera

Assistant Principal: Andre'a Amerson

Title 1 Teacher: Candena Sands

Librarian: Lisa Carranza

Counselor: Adrienne Matthews

Instructional Coach: Aracely Galvan

TITLE 1 CAMPUS

*"The purpose of Title I, Part A is to **ensure that all children**, particularly low-achieving children in the highest poverty schools, have a **fair, equal, and significant opportunity** to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."*

*El propósito del programa federal Title One es para que **todos los estudiantes**, especialmente niños de bajo recursos, tengan una educación de alta calidad para llegar a las metas de los exámenes estatales.*

Determining Title 1 Funding

- When enrolling your child for school, you answered a couple of questions that were part of the **Household Survey**.
- Results from the Household Survey were used to determine funding.**
- Supplemental programs and supplies are provided with these funds
 - Extra materials for Reading, Math, Writing, and Science
 - Supplies/Materials for students to use in classroom
 - Tutoring/Saturday Camps

Cuando usted registro a su hijo/a, usted respondió a una **encuesta de hogares**. **Los resultados de “La Encuesta de Hogares” son muy importante y usados para recibir nuestros fondos**
Programas y materiales adicionales están proporcionados con estos fondos

- Materiales extras para lectura, matemáticas, ciencias, y escritura
- Materiales para el uso de los estudiantes en las clases
- Tutoría y campamentos de sábados

Texas Education Agency
2022 Accountability Ratings Overall Summary
GLEN PARK EL (220905132) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		70	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	78	85	B
Relative Performance (Eco Dis: 97.6%)	41	79	C
Closing the Gaps	56	72	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

MAP Growth BOY Fall 2023-2024 Math Data

132 - Glen Park ES

Achievement - All Students

132 - Glen Park ES | Math K-12

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	<div><div>45th</div><div><div><div>25%</div><div>21%</div><div>21%</div><div>19%</div><div>14%</div></div></div></div>	364

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart](#) ▼

Math K-12
132 - Glen Park ES
Rostered Fall 2023-2024
Tested Fall 2023-2024

MAP Growth BOY Fall 2023-2024 Reading Data

132 - Glen Park ES

Achievement - All Students

132 - Glen Park ES | Reading

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	<div><div>37th</div><div><div>33%</div><div>20%</div><div>21%</div><div>16%</div><div>10%</div></div></div>	288

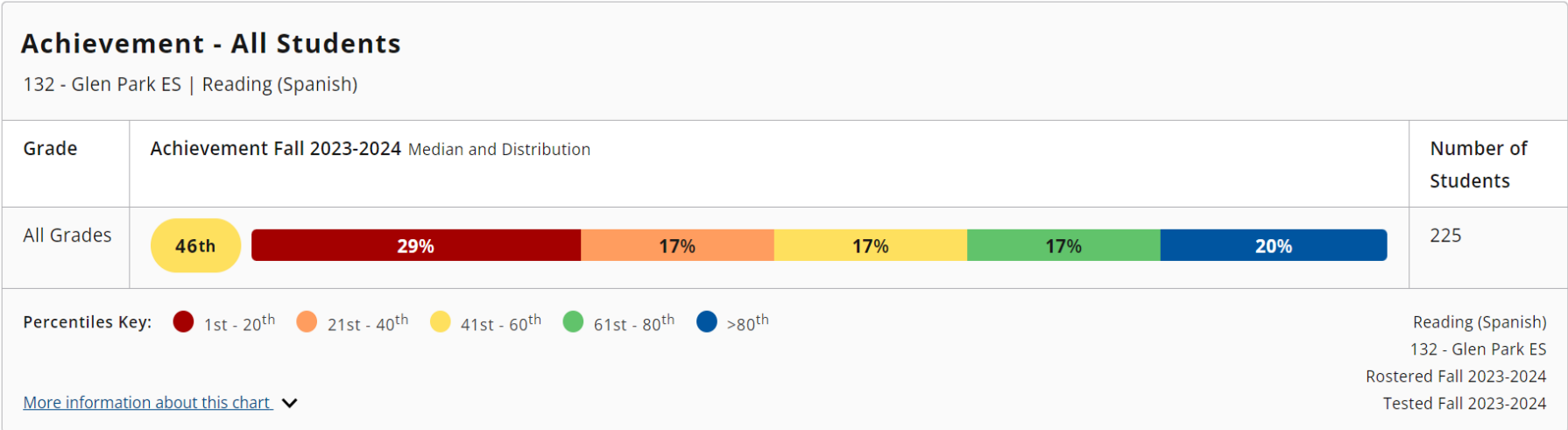
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart](#) ▼

Reading
132 - Glen Park ES
Rostered Fall 2023-2024
Tested Fall 2023-2024

MAP Growth BOY Fall 2023-2024 Spanish Reading Data

132 - Glen Park ES



Glen Park Elementary Expectations

During School

- Incorporating a Bi-literacy Model daily with their teacher
- Accelerated Instruction during the day

Support at Home

- Students should read at home at least 15 minutes daily
- Ask students about what they are Reading
- Take advantage of online Reading opportunities (library online, MyOn, etc.)

Durante el día escolar

Incorporar un modelo Bialfabetismo diario con las maestras

Instrucción acelerada durante el día

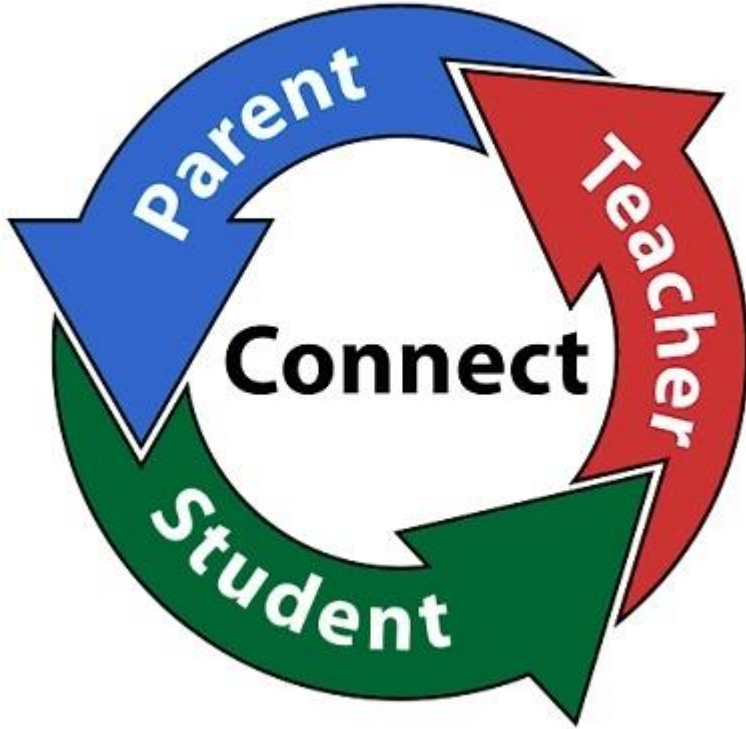
Apoyo en casa

Estudiantes deben leer por lo menos 15 minutos diario

Hacerles preguntas sobre lo que están leyendo

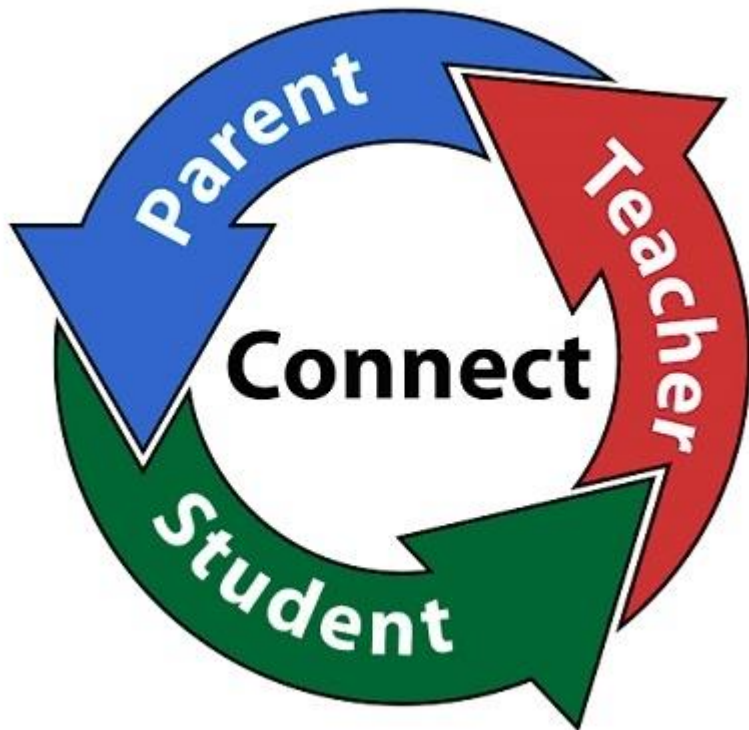
Tome ventaja de las oportunidades en línea sobre Lectura (librería en línea, MyOn, etc.)

PARENT INVOLVEMENT



- ↑ Become familiar with your child's school activities and homework.
- ↑ Connect with your child's teacher.
- ↑ Monitor your child's academic progress
- ↑ Attend scheduled conferences
- ↑ Exercise your right to know how your child is doing at school.

ENVOLUCRARSE COMO PADRE



- ↑ Familiarizase con las actividades escolares de su hijo/a.
- ↑ Conecte con la maestra/o de su hijo/a.
- ↑ Revise el progreso académico de su hijo/a.
- ↑ Ejercite su derecho de saber como va su hijo/a en sus clases.

Communication Tools

- Facebook
- Glen Park website
- Monthly newsletters
- Flyers and reminders
- Marquee
- FWISD APP
- Parent's Personal Email
- Opt to receive text messages

- Facebook
- Pagina de Internet de Glen Park
- Noticias mensuales
- Notas y recordatorios
- Anuncios en la marquesina
- FWISD APP
- Correo Electronico Personal
- Opcion de recibir mensajes de texto

School Dress Code

How to dress like a **Glen Park**
Leader



TUCK IN YOUR SHIRT!





SHIRTS SHOULD BE SOLID NAVY OR
WHITE WITH A COLLAR.



UNDERSHIRTS MUST BE WHITE OR
NAVY BLUE

SHORTS AND SKIRTS SHOULD BE NO MORE THAN
THREE INCHES ABOVE THE KNEE.



BOTTOMS SHOULD BE KHAKI, NAVY, BLACK, OR
BLUE DENIM.



TIGHTS AND SOCKS SHOULD BE A SOLID COLOR.



CLOTHING SHOULD NOT HAVE HOLES, RIPS, ETC.



Yes!



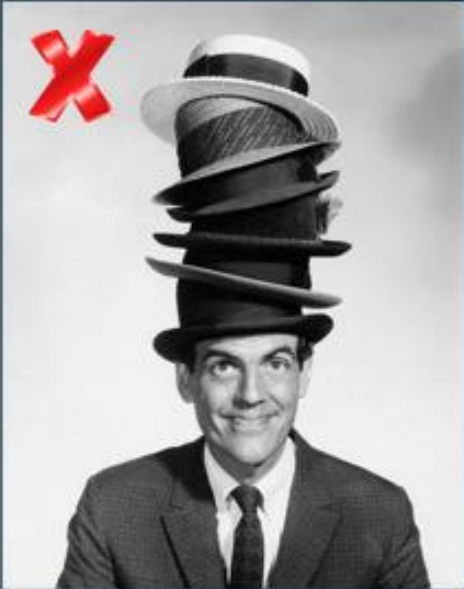
No!

Pants are not allowed to have holes in them.

SWEATSHIRTS OR SWEATERS SHOULD BE NAVY
WHITE, OR GLEN PARK SPIRIT. COATS AND
JACKETS SHOULD NOT BE WORN IN THE
CLASSROOM.



HATS OR HOODIES SHOULD NOT BE WORN IN THE BUILDING.



Early Dismissals

Early dismissals will not be granted for Pre - Kinder after 2:00 pm

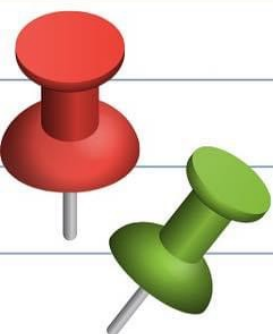
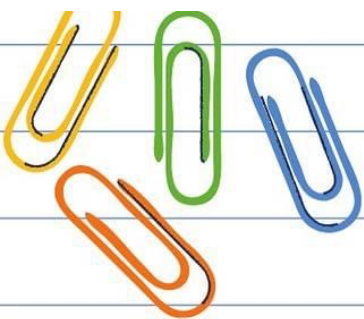
Early dismissals will not be granted for Kinder – 5th grade after 2:45 pm

- Make sure to bring your ID
- Person must be listed in Focus
- If person is not on focus, child will not be released.

Clayton YES!

Currently serving students in 3rd – 5th grade.

Ask MS. PERRY for more information.

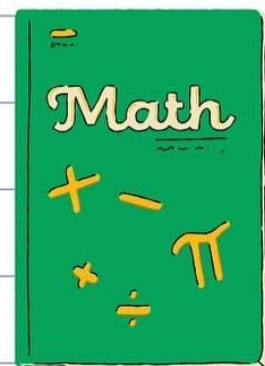


GLEN PARK ELEMENTARY

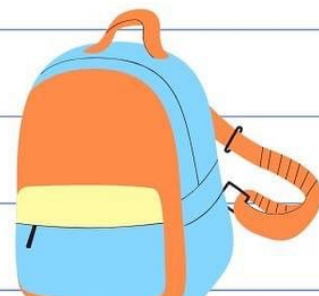
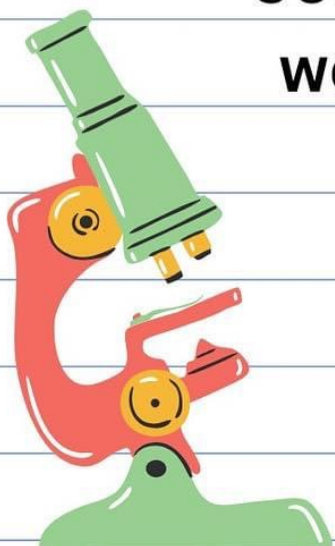
TITLE 1 ANNUAL MEETING

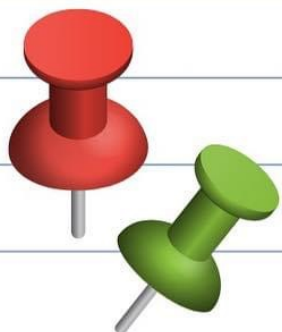
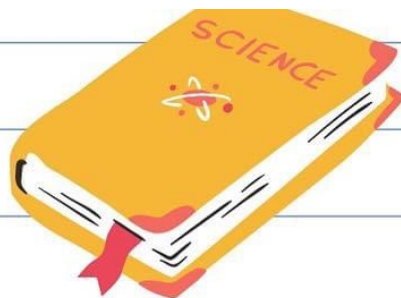
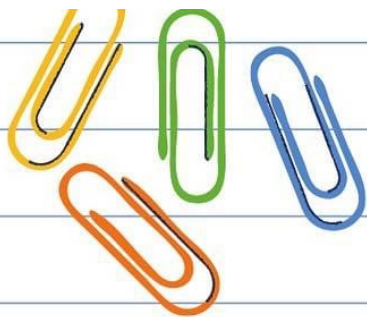


September 18th, 2023
3:00pm-3:30pm



Join us to learn where and how
we use our school funding for
the students.



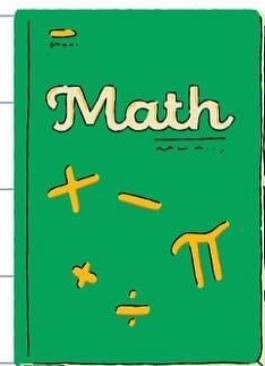


GLEN PARK ELEMENTARY

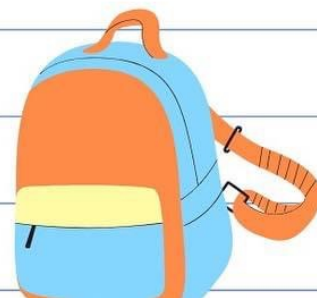
REUNION ANUAL DE TÍTULO 1



18 de septiembre del 2023
3:00pm-3:30pm.



Acompáñenos para aprender
donde y como usamos los fondos
escolares para los estudiantes.



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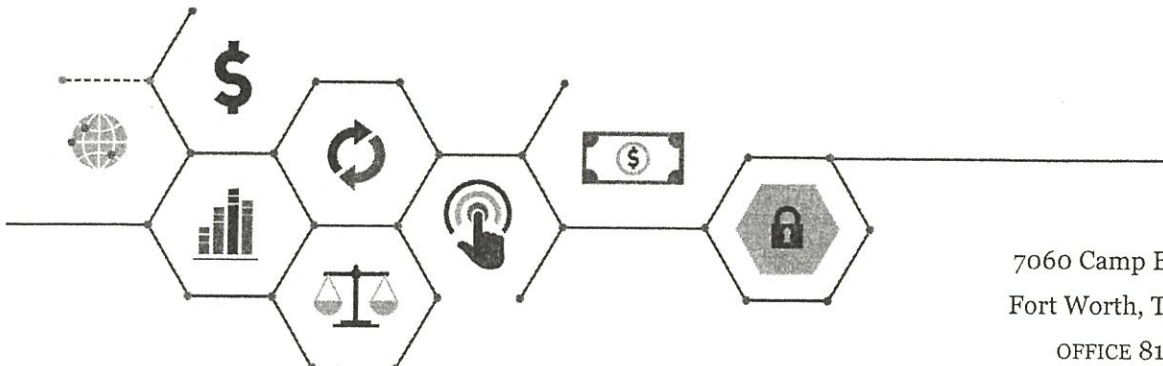
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Melissa Salcido

Employee Signature: Salcido Date: 9/18/23

Supervisor Signature: Shm Date: 9/18/23



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OFFICE 817.814.2291

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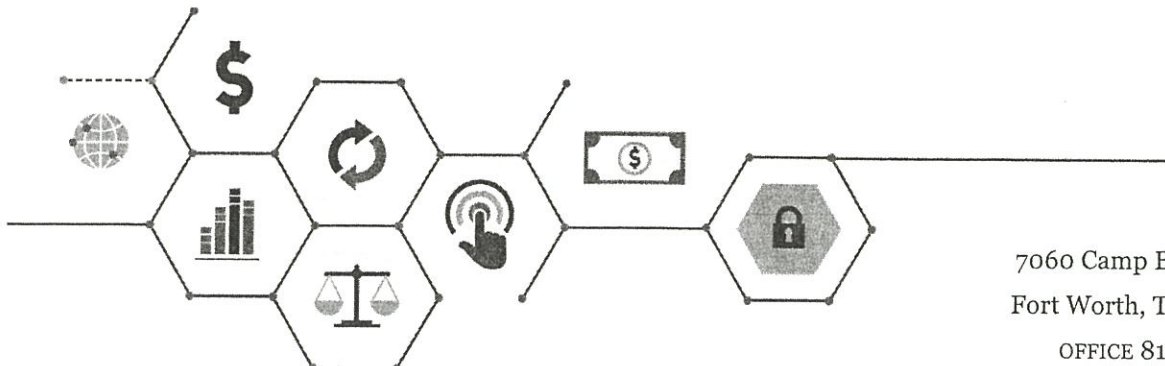
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Professional pay rate: \$35 per hour

Employee Name (please print): Laurel Boren Cook

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

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



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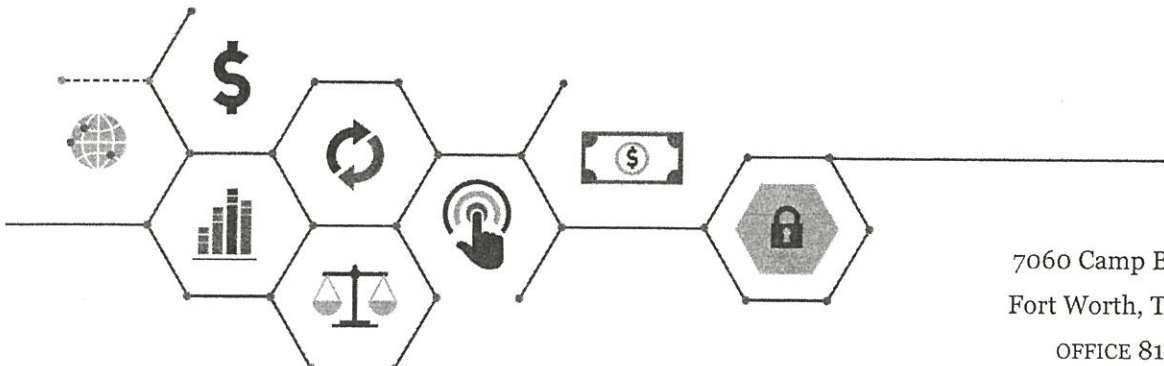
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Professional pay rate: \$35 per hour

Employee Name (please print): Wilbert Solomon

Employee Signature: Wilbert Solomon Date: 9-18-23

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



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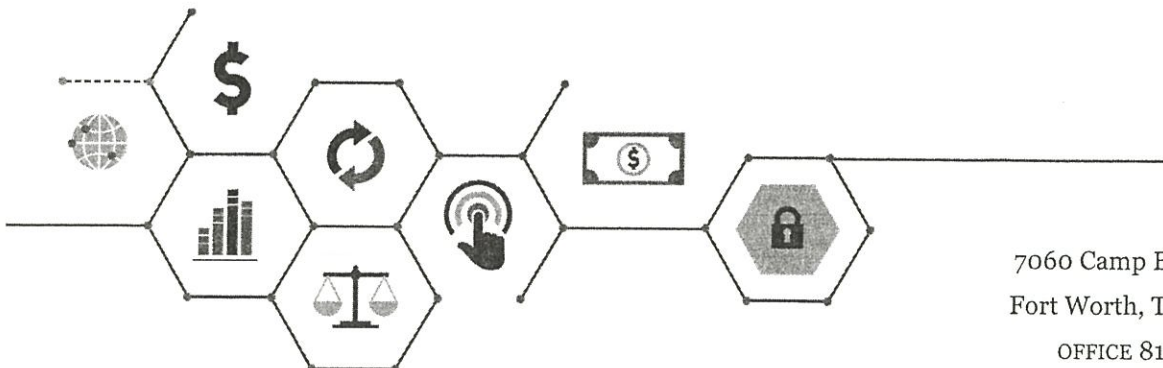
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Professional pay rate: \$35 per hour

Employee Name (please print): Jaclyn Tamez

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

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



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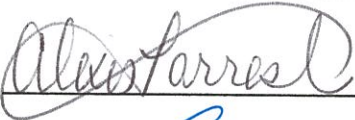
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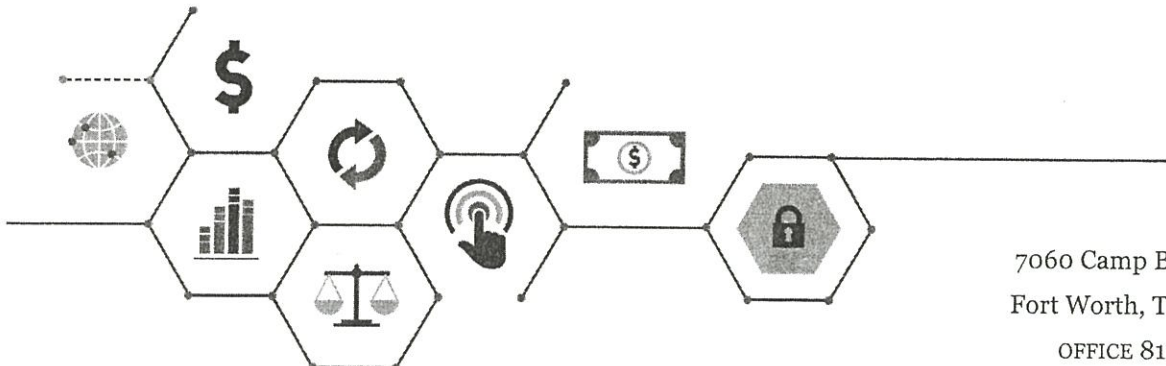
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Professional pay rate: \$35 per hour

Employee Name (please print): Alexis Forrest

Employee Signature:  Date: 9/18/23

Supervisor Signature:  Date: 9-18-23



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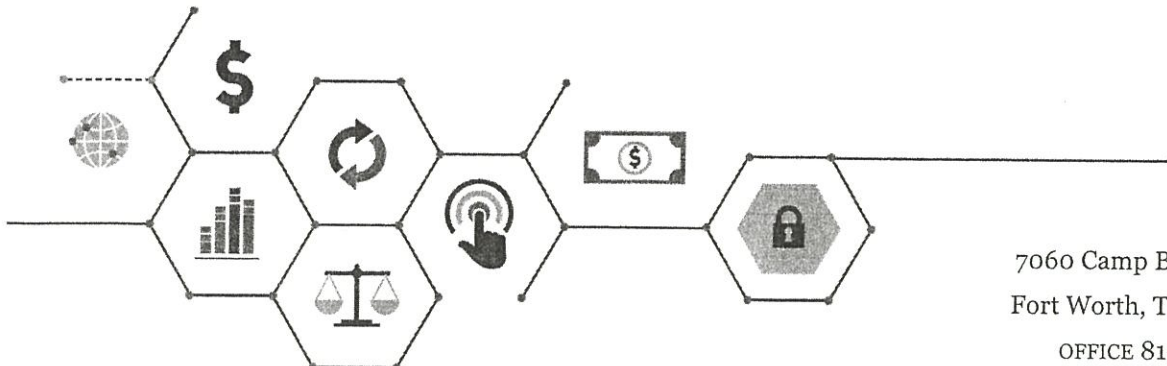
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Professional pay rate: \$35 per hour

Employee Name (please print): Kristen Gossett

Employee Signature: Kristen Gossett Date: 9-18-23

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



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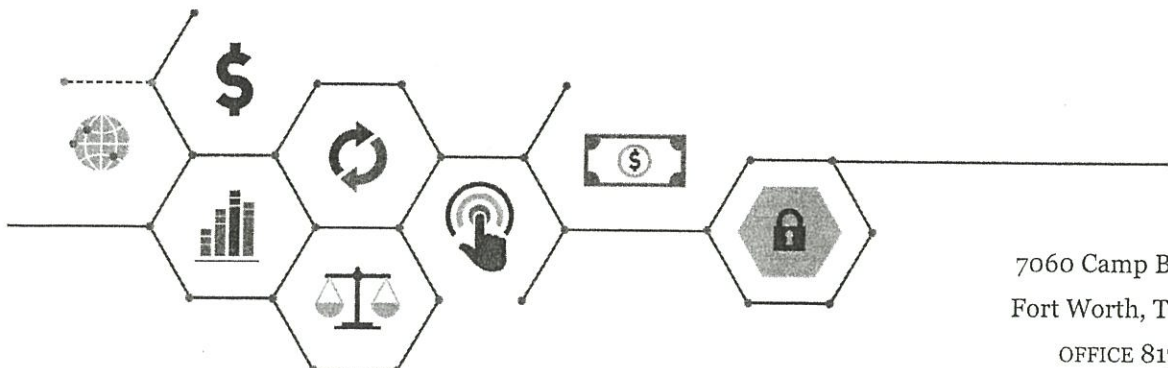
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Professional pay rate: \$35 per hour

Employee Name (please print): Kellie Shaw

Employee Signature: Kellie Shaw Date: 9/18/23

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



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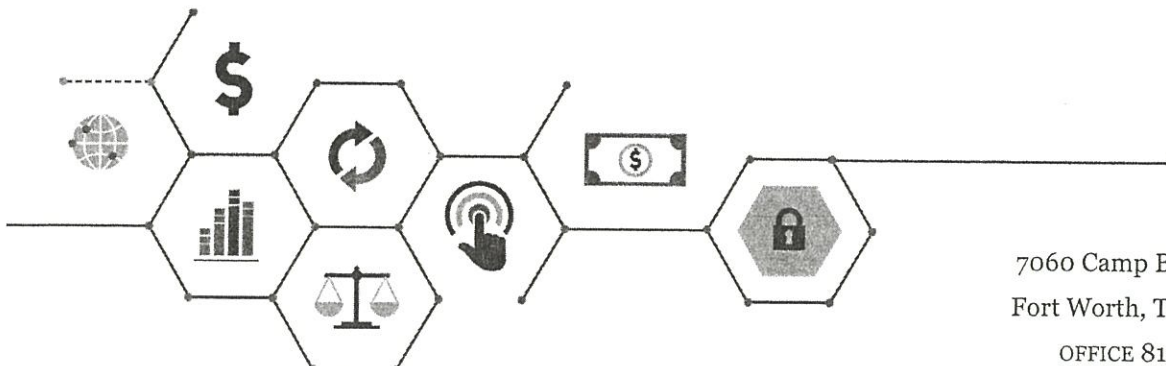
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Professional pay rate: \$35 per hour

Employee Name (please print): Beatriz Brasa Riera

Employee Signature: Beatriz Brasa Riera Date: 9-18-23

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



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Professional pay rate: \$35 per hour

Employee Name (please print):

Diana Pios

Employee Signature:

Diana Pios

Date:

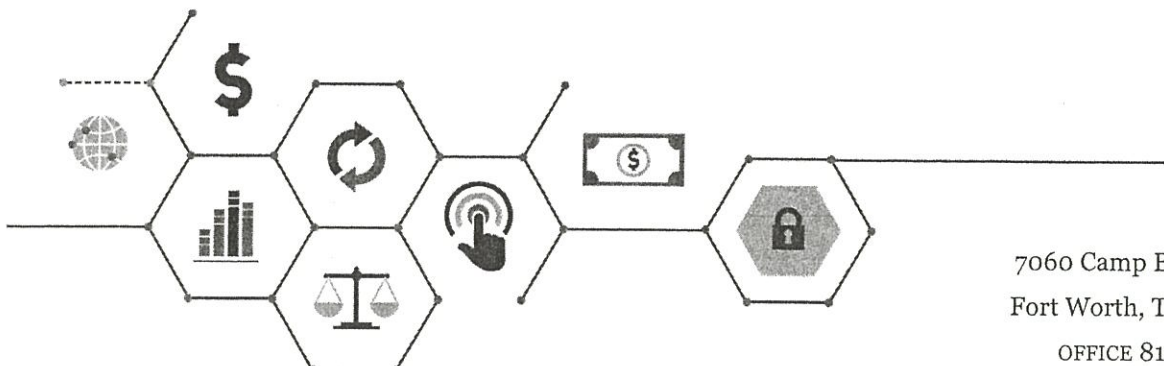
9-18-2023

Supervisor Signature:

[Signature]

Date:

9-18-23



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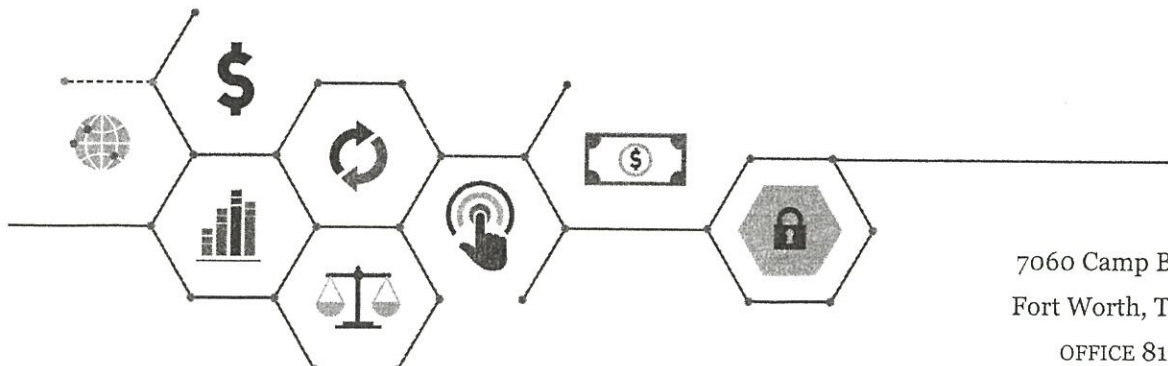
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Professional pay rate: \$35 per hour

Employee Name (please print): Shelly Byrd

Employee Signature: Shelly Byrd Date: 9-18-23

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



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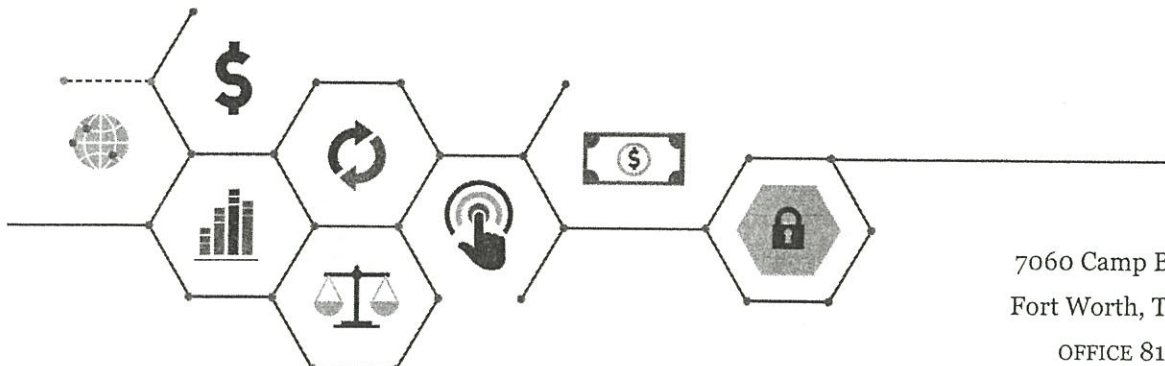
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Professional pay rate: \$35 per hour

Employee Name (please print): Martin Guevara

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

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



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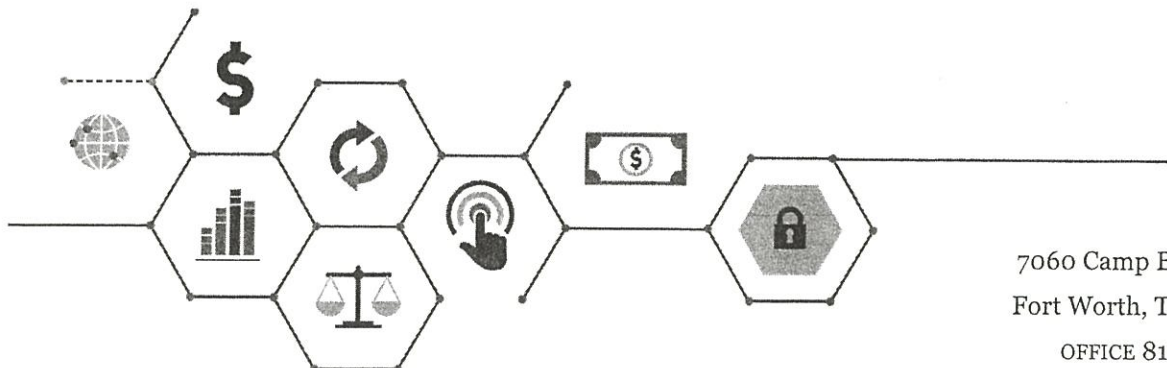
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Professional pay rate: \$35 per hour

Employee Name (please print): Rebecca Sayman

Employee Signature: Rebecca Sayman Date: 09-19-2023

Supervisor Signature: [Signature] Date: 9-19-23



7060 Camp Bowie Blvd.
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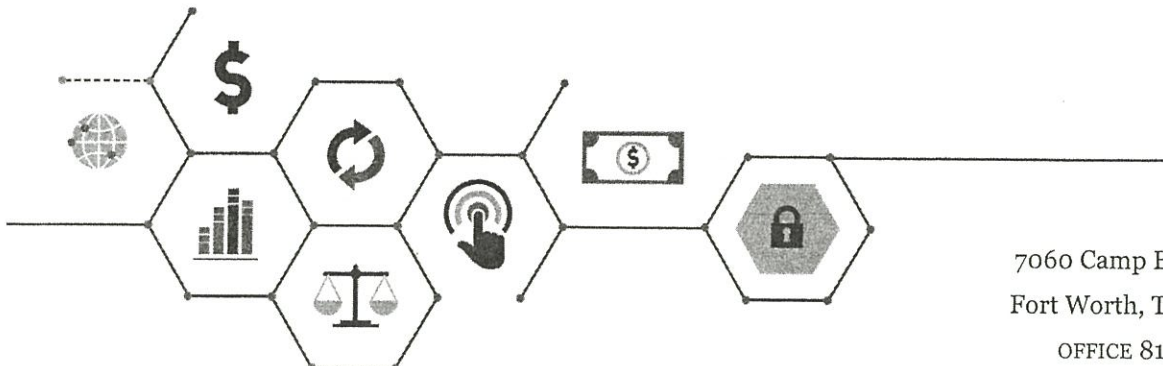
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Stacy N. Moreno

Employee Signature: Stacy Moreno Date: 9/18/2023

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



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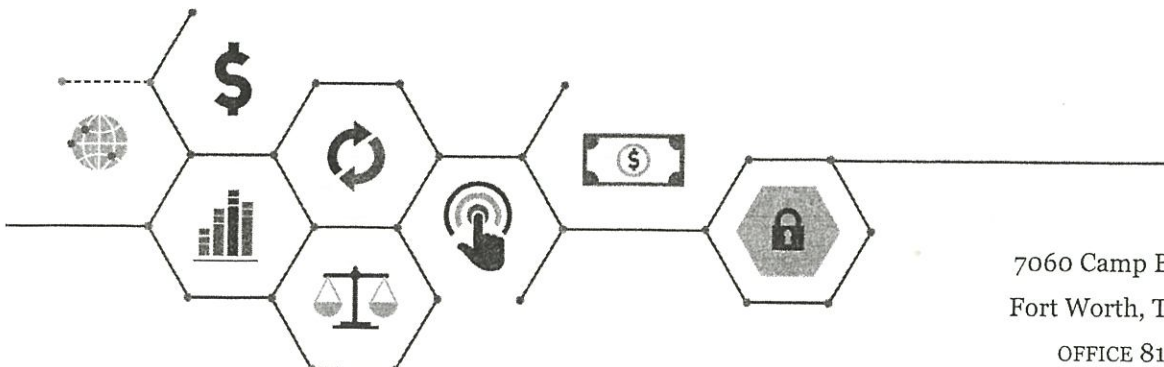
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Professional pay rate: \$35 per hour

Employee Name (please print): Elaine Delavega

Employee Signature: Elaine Date: 9-19-23

Supervisor Signature: Alm Date: 9-19-23



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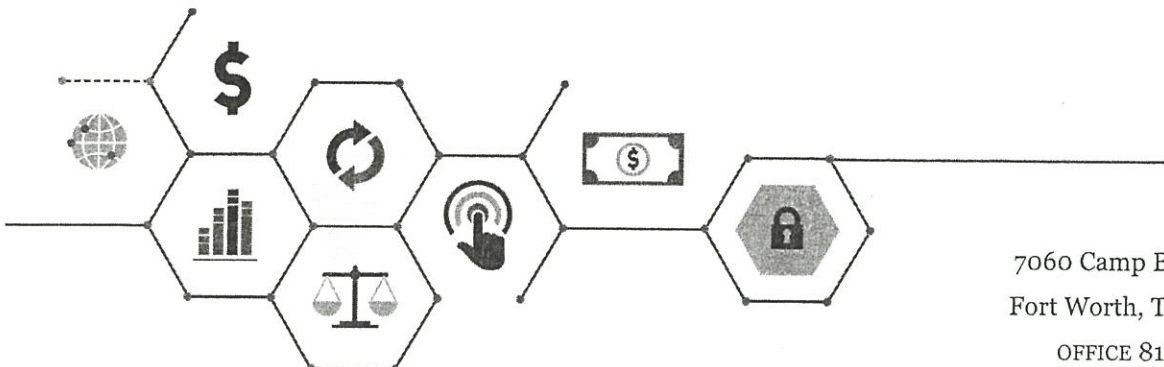
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Professional pay rate: \$35 per hour

Employee Name (please print): Yolanda Romero

Employee Signature: Yolanda Romero Date: 9-19-2023

Supervisor Signature: [Signature] Date: 9-19-23



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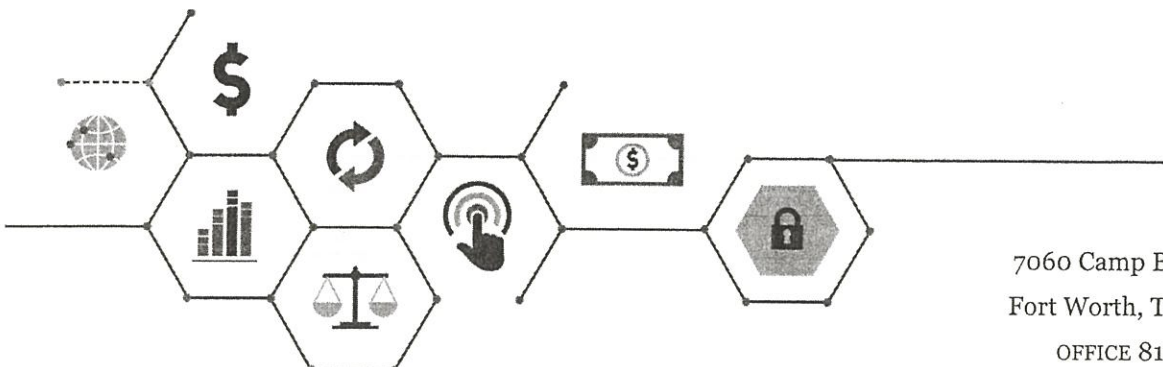
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Professional pay rate: \$35 per hour

Employee Name (please print): Candena Sands

Employee Signature: [Signature] Date: 9-19-23

Supervisor Signature: [Signature] Date: 9-19-23



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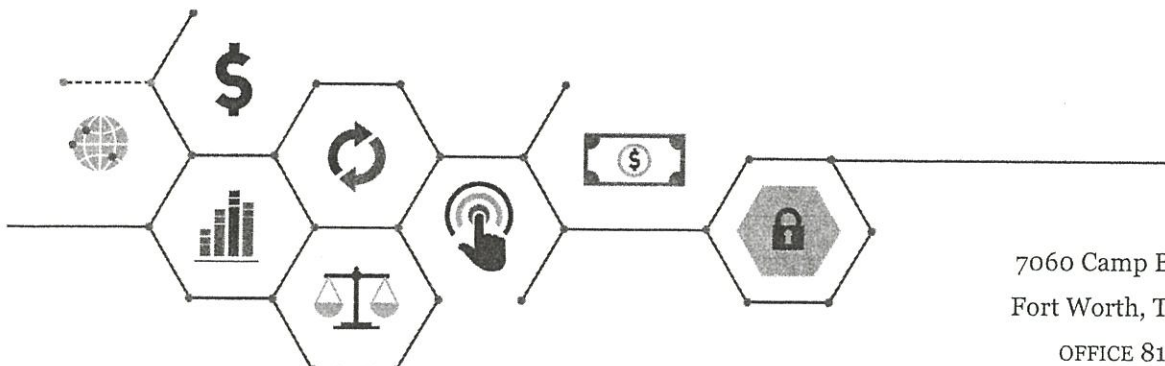
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Professional pay rate: \$35 per hour

Employee Name (please print): Erica Del Rio

Employee Signature: Erica Del Rio Date: 9/19/23

Supervisor Signature: [Signature] Date: 9.19.23



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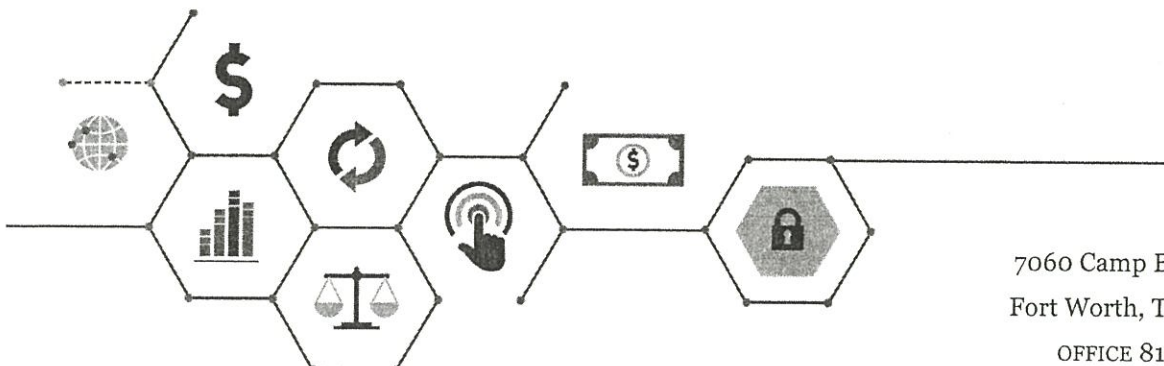
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Professional pay rate: \$35 per hour

Employee Name (please print): Gloria Aguiñaga

Employee Signature: Gloria Aguiñaga Date: 9-18-23

Supervisor Signature: [Signature] Date: 9-19-23



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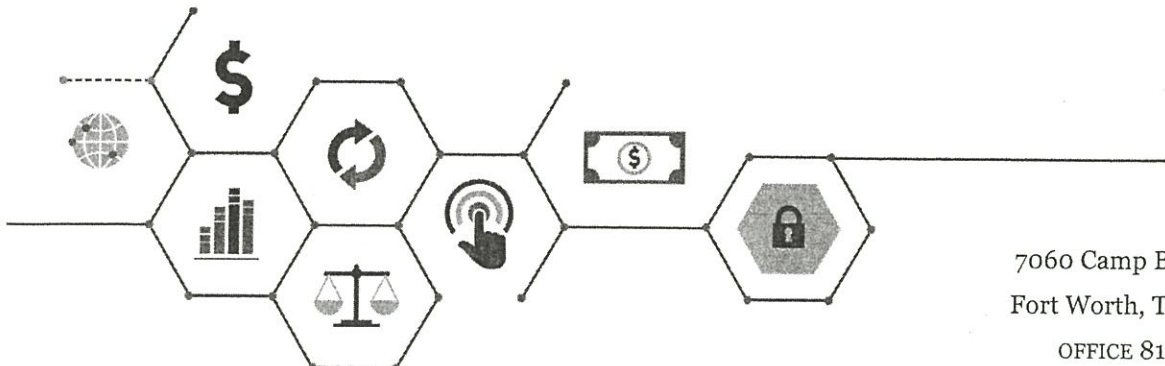
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Professional pay rate: \$35 per hour

Employee Name (please print): Nayeri Valin Delgadillo

Employee Signature: Nayeri Valin Date: 9-18-23

Supervisor Signature: [Signature] Date: 9-19-23



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Professional pay rate: \$35 per hour

Employee Name (please print):

Leah Johnson

Employee Signature:

Leah Johnson

Date:

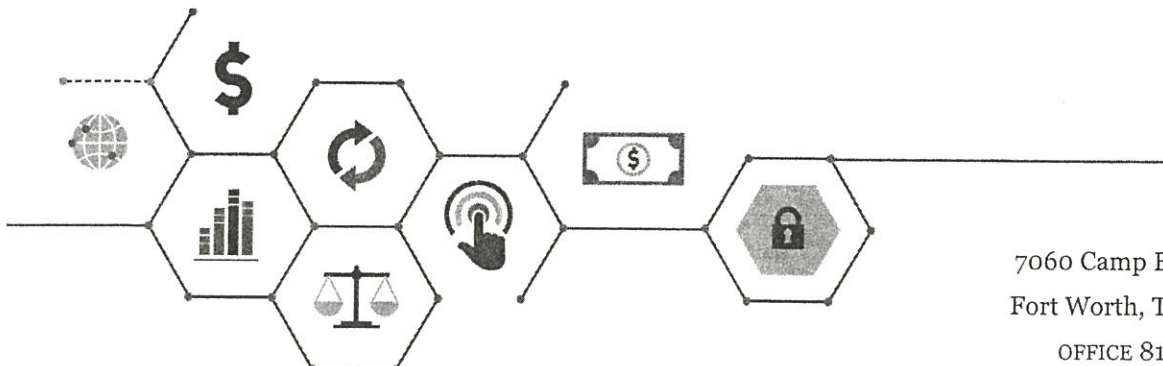
9/19/23

Supervisor Signature:

[Signature]

Date:

9-19-23



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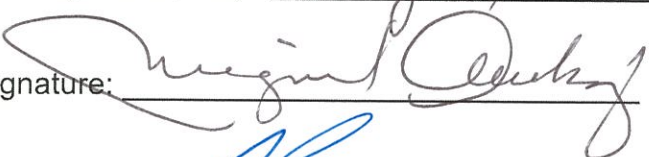
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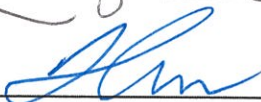
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Professional pay rate: \$35 per hour

Employee Name (please print): Miguel Ambriz

Employee Signature:  Date: 9.19.23

Supervisor Signature:  Date: 9-19-23



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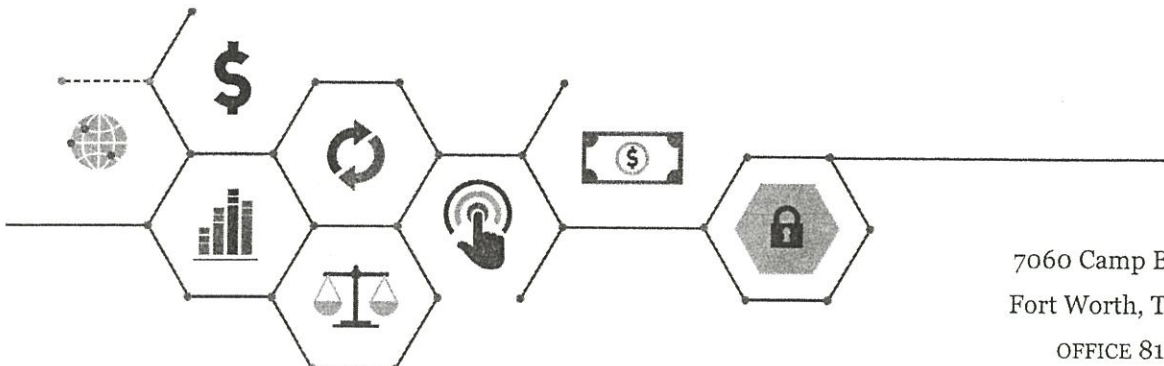
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Professional pay rate: \$35 per hour

Employee Name (please print): Lillian Johnson

Employee Signature: Lillian Johnson Date: 9/19/23

Supervisor Signature: [Signature] Date: 9.19.23



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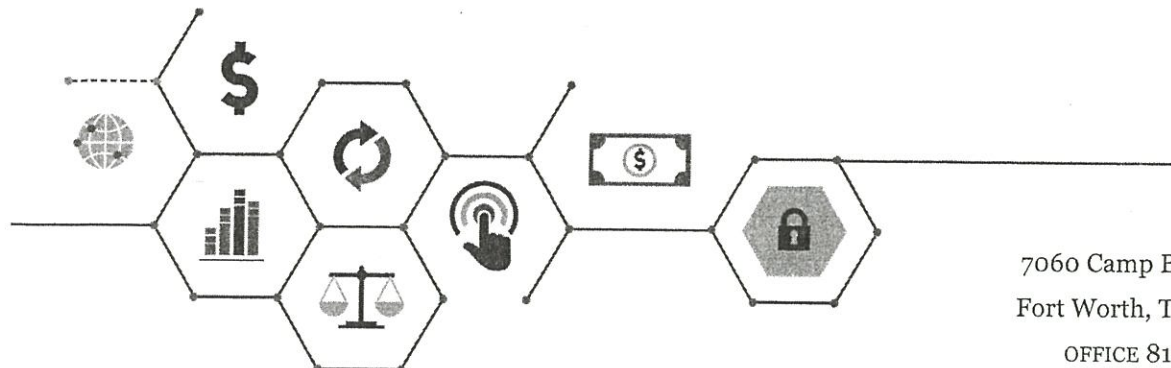
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Professional pay rate: \$35 per hour

Employee Name (please print): Yamili Cewantes medina

Employee Signature: Yamili Cewantes Date: 09-19-23

Supervisor Signature: [Signature] Date: 9-19-23



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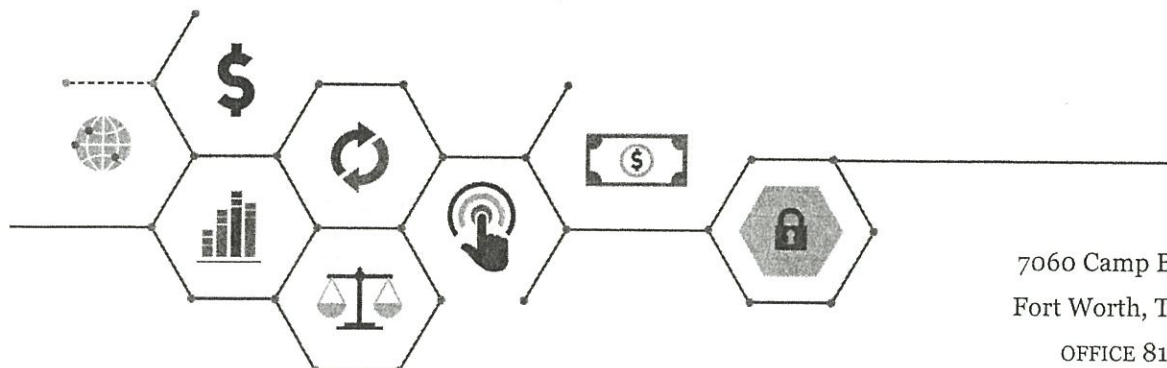
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Professional pay rate: \$35 per hour

Employee Name (please print): Holly King

Employee Signature: Holly King Date: 9-19-2023

Supervisor Signature: [Signature] Date: 9-19-23



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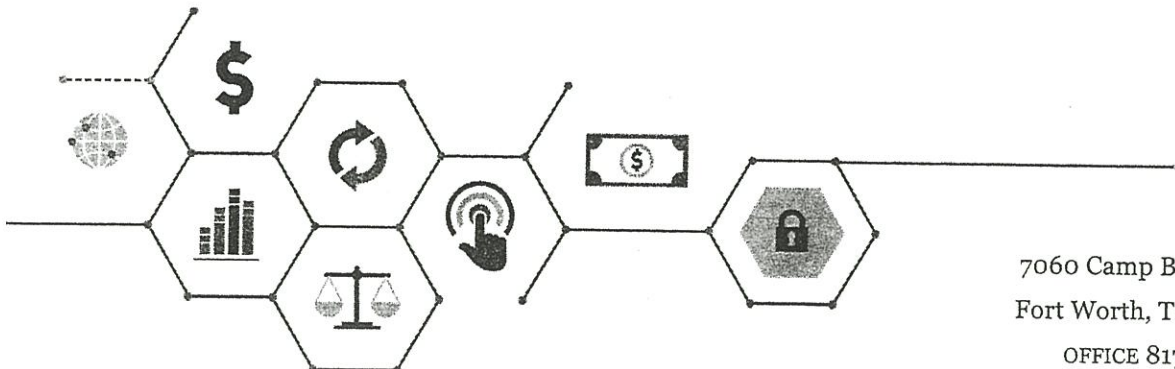
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Professional pay rate: \$35 per hour

Employee Name (please print): Pedro Velazco Cruz

Employee Signature: Pedro Cruz Date: 9-19-23

Supervisor Signature: [Signature] Date: 9-19-23



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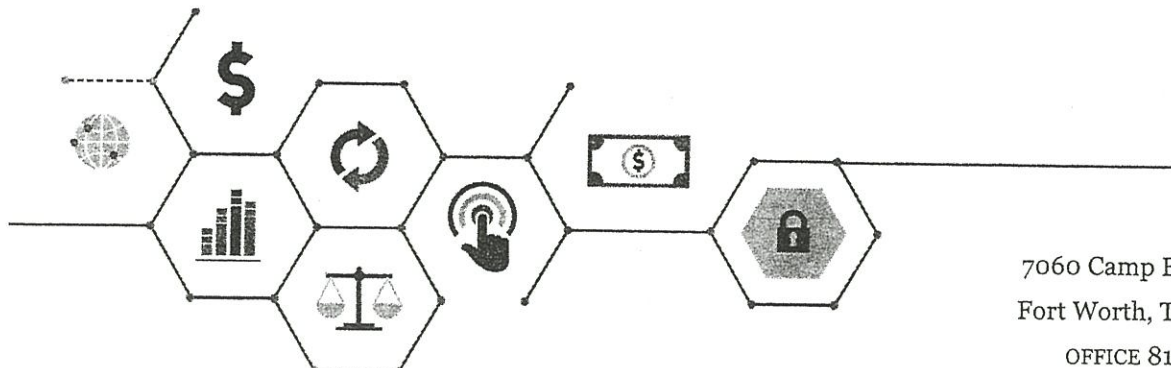
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Professional pay rate: \$35 per hour

Employee Name (please print): Jeanette Vazquez

Employee Signature: Jeanette Vazquez Date: 9/19/23

Supervisor Signature: [Signature] Date: 9-19-23



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Professional pay rate: \$35 per hour

Employee Name (please print):

Antonia Alvarez

Employee Signature:

[Signature]

Date:

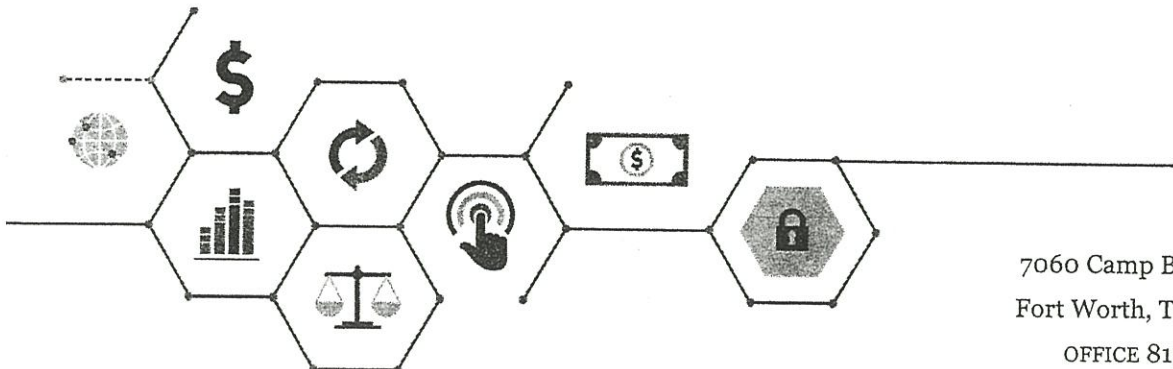
09/19/23

Supervisor Signature:

[Signature]

Date:

9-19-23



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