

Fort Bend Independent School District
Townwest Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

FBISD Mission:

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Townwest Mission:

Our mission is to ensure EACH student receives a rigorous high-quality education in a safe and respectful environment that celebrates diversity and fosters lifelong learning.

Vision

FBISD Vision:

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

Townwest Vision:

Through teamwork and collaboration, TWE will build a sense of community that is responsive and committed to developing the whole child.

Core Beliefs

Core Beliefs:

We value a positive learning environment that ensures integrity, respect, and hard work. We do this by supporting and nurturing EACH student when we lead by example and work as a team.

Table of Contents

| | |
|--------------------------------------|---|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 6 |

| | |
|--|----|
| School Processes & Programs | 7 |
| Perceptions | 8 |
| Priority Problem Statements | 9 |
| Comprehensive Needs Assessment Data Documentation | 10 |
| Goals | 12 |
| Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students. | 12 |
| Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working. | 17 |
| Goal 3: FBISD will engage students, parents, staff and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community. | 19 |
| State Compensatory | 21 |
| Budget for Townewest Elementary | 21 |
| Title I Personnel | 22 |
| Campus Funding Summary | 23 |
| Addendums | 24 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Townwest Elementary School opened its doors August 1978 and continues to serve students by Honoring Traditions, Creating Futures and Empowering Leaders. Townwest serves predominantly minority and low socio-economic students, which makes Townwest Elementary School a diverse elementary school with a student population of **522** students. Townwest Elementary School is a Bilingual campus that provides Spanish Bilingual classes in grades Pre-Kindergarten to Fifth Grade. Our current student population is as follows:

Our students come from various backgrounds with 84.08% of our students being economically disadvantaged. Our population is comprised of a variety of learners including English Language Learners 55.62% Gifted and Talented student's 1.47%, and Special Education students 14.18%. Our at-risk population rate is 73.11% and the mobility rate is 9.7%. The student attendance rate of 93.98% demonstrates the value that education plays in the lives for the families in the school community.

The students will be educated by highly qualified educators, 1 counselor, 1 nurse, 1 librarian, 7 special education teachers, 2 academic coaches, 4 intervention teachers, 1 bilingual specialist, 9 paraprofessionals and 2 campus administrators. Also, we will offer 2 full day ESL pre-kindergarten (1) (1) bilingual pre-kindergarten Class as well as (1) ECSE classes (1) SAILS Class and (1) BSS Class.

Our students by programs listed below:

Bilingual 32.23%

English as a Second Language (ESL) 21.73%

Free Meal Participation 76.8%

Reduced Price Meals 6.08%

Other Economically Disadvantage 5.16%

Economically Disadvantage 88.03%

Gifted and Talented 1.47%

Special Education (SPED) 14.18%

Title I Participation 100%

Dyslexia 4.05%

Demographics Strengths

Townwest Elementary is a diverse campus with a retention rate of 93% for staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate is consistently 93.98% for students which is below the district attendance goal of 95.30%. **Root Cause:** Mobility, growing migrant population, and personal challenges for families.

Student Learning

Student Learning Summary

The teachers at Townewest focus is growing students academically and socially by creating a learning environment where our scholars increase their academic levels, grow their talents, and learn new skills and abilities consistently across content areas. Growing our scholars academically also means instilling a growth mindset in our student so that they start believing in their abilities, rather than doubting their chances of developing over time. We know that students are growing in the right way when they start showing signs of being eager for new information and when they start seeking out opportunities to tackle challenges and grow their skills.

Student Learning Strengths

We have created a community where teachers utilize PLC to build students academic achievement to close academic gaps which will add to their overall growth.

Townewest Elementary' s master schedule is followed consistently in all content areas including enrichment and intervention which we call W.I.N Time. (What I (the student) Need)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Challenging or unwarranted behavior is has impacted student's scores and student achievement is some classroom/grade levels. **Root Cause:** Teachers/ teacher apprentice (s) can benefit from professional development as is relates to classroom management. When systems are in place complete reviews to determine how the systems are working in classrooms/grade levels.

School Processes & Programs

School Processes & Programs Summary

The teachers at TWE consistently participate in professional development that is aligned to campus goals, teacher and grade level needs to meet teacher instructional delivery needs and student academic needs. Our campus academic leadership team meet bi-weekly to communicate goals and implement professional development. We are constantly adding teachers to the Balance Literacy Cadre which has helped grow our teachers which is a benefit to our students.

School Processes & Programs Strengths

TWE school Processes and Program Strengths:

- Increased in teacher collaboration through PLC and planning meetings
- Teachers are willing to participate in professional development designed to improve instruction and learning
- Teachers integrate web-based instruction into their daily teaching (Reflex Math, TEKS Targeted Practice, etc.)
- An abundant amount of instructional resources on campus for teacher use (LLI Kits, Time for Kids Kits, Targeted Math Intervention Kit, Benchmark Reading Kits, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need more opportunities to participate in real life learning opportunities inside and outside of the classroom. **Root Cause:** Our students lack the multiple opportunities for real life learning experiences particularly outside the classroom.

Perceptions

Perceptions Summary

Townwest Elementary prides itself on being a campus with an excellent culture that is family oriented. The values that are instilled in the students go beyond the classroom. We inspire students to learn how to be incredible human beings. The staff at TWE have created a welcoming environment that welcomes all families and stakeholders. The students are in a happy environment and have enjoyment during the school day. Teachers want to remain at TWE because they enjoy the campus climate and culture where they are valued and celebrated. Campus teachers are appointed as committee leaders, which allows them the opportunity to lead a team that will plan and execute campus events and or programs. This practice has empowered teachers use their creativity and enhance school wide programs, activities and teachers enjoy letting the district know what is happening on our campus.

Our belief is that we can, and will, be the #1 elementary campus-growing student academically while maintaining a positive climate and culture in FBISD.

Perceptions Strengths

- Students feel supported by their teachers
- Students trust their teachers
- Students feel their teachers care about them
- Students feel safe at school
- Staff members enjoy coming to work
- Staff member feel safe
- Staff turn-over is consistently low

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents/guardians view bullying as a top concern during the school day. **Root Cause:** Students take classroom/recess disagreements and/or broken friendships as bullying due to lack of communication especially when a close friend becomes friends with someone else.

Problem Statement 2: TWE was not able to gain a compressive view of parent/guardian input because we only had 20% of the families complete the EOY survey. **Root Cause:** Many parents stated the survey was too long and/or lack of opportunity for the school to find the time for completing the survey.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: By June of 2025, Townewest Elementary School will improve the effectiveness of TIER I instruction practices and framework through curriculum implementation to increase EACH student readiness in Literacy, Math and Science as evidence through the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase growth for each student on the MAP assessment (Reading & Math) at/above benchmark performance level by 5%.
2. By October, December, February, increase the alignment to the Scope and Sequence specific to student ownership protocols from 80% to 85%.
3. By October, December, February, increase differentiated instruction and rigor to support higher order thinking for EACH student and development will be evident in every lesson plan, student work and observations.
4. By October, December, February, increase differentiated instruction and rigor to support higher order thinking for EACH GT students and development will be evident in every lesson plan, student work and observations.
5. By October, December, February, increase the alignment to the Instructional Model observed in classroom from 85% to 95% or higher.
6. Improving EACH student Science Growth in scheduled campus assessment by 10% and maintaining about 40% of students meeting approaches or higher.
7. Improving EACH student Math Growth in scheduled campus assessment by 10% and maintaining about 40% of students meeting approaches or higher.

Summative Indicators of Success

1. Increase overall achievement scores in science, reading and math STAAR (redesign) by 5% from 2025 results.
2. By June 2025, increase percentage of students meeting SGP in reading and math on MAP BOY to EOY by 5%.
3. By June 2025, increase the percentage of students that successfully complete their independent study/projects by 10% from last year to this year.
4. By June 2025, increase Approaches, Meets, and Masters levels in STAAR Reading, Math, and Science by 10% from the previous school year.
5. By April 2025, we will build capacity of 100% of teachers by providing professional development around the character and attributes of gifted learners and how to support the increase identification and academic needs.

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Weekly PLCs meetings that focus on teacher clarity through Unit/Concept Planning, assessment design, data analysis and other needs.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will use more SOL tools and protocols which will result in higher student achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: PLC will be lead by the campus coaches with a focus around implementing Student Ownership of Learning and Formative Assessment protocols.</p> <p>Strategy's Expected Result/Impact: To increase student achievement at BOY, MOY and EOY.</p> <p>Staff Responsible for Monitoring: Principal, AP and Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 3 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 3: Townwest teachers will plan enrichment activities and/or field experiences to engage and grow students academically and socially.</p> <p>Strategy's Expected Result/Impact: By June 2024, all students will participate in activities and/or field experiences that will allow hands-on real life experiences on campus and/or off campus which will be built around the curriculum.</p> <p>Staff Responsible for Monitoring: Principal, AP, Coaches and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Townwest will purchase instructional materials that will assist in growing students academically and socially.</p> <p>Strategy's Expected Result/Impact: By June 2024, all students will be provided instructional materials that will enhance their academic growth.</p> <p>Staff Responsible for Monitoring: Principal, AP, Coaches SST Leaders, Teachers and Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I-A</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 2: By June of 2025, Townewest Elementary School will improve the effectiveness of W.I.N. Time intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase EACH student growth on MAP at/above benchmark performance by 10%.
2. By December, increase the percentage of classrooms providing rigorous small group instruction and station activities by 25%.

Summative Indicators of Success

1. From BOY to MOY, increase EACH student growth on MAP at/above benchmark performance by 10%.
2. By June 2025, increase the percentage of students at "meets" or above by 10%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The ELA and Math coaches will have ongoing data analysis during PLCs and develop actions plans for small group instruction.intervention.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading, math, science</p> <p>Staff Responsible for Monitoring: Principal, AP and Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 3: By May 2025, Townewest Elementary School will increase the percentage of third grade EB students meeting program reclassification by 5%.

High Priority

Indicators of Success: The EOY results on the State TELPAS testing.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: By June 2025. Townewest Elementary School will increase student attendance rates by ensuring daily communication with parents and student incentives as demonstrated by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. Number of classes with perfect attendance will increase by 5% by the end of each week.
2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Communicate attendance expectations with parents. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Principal , AP and ADA | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Townewest Elementary School will conduct attendance committee meetings each nine weeks to identify factors contributing to lower than expected attendance rates and implementing necessary interventions. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Principal, AP and ADA | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Townewest Elementary School will continue student attendance incentive programs. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Principal, AP, ADA and Teachers | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 2: By June of 2025, Townwest Elementary School will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety as demonstrated by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
2. Number of referrals will be decreased by 10% each quarter.
3. Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.
4. The campus will complete a book study using the book Teach Like a Champion.

Summative Indicators of Success

1. At least 80% of teachers will be implementing PBIS expectations effectively by the May of 2024.
2. Skyward disciplinary referrals and actions will be reduced by 15% from 2023-2024.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Townwest Elementary School will schedule, train, and carry out ongoing emergency drills consistently.</p> <p>Strategy's Expected Result/Impact: Teachers and students will have a clear understanding of actions to take for each required emergency drill. Drills logs will indicated ongoing improvements on required actions and drill elapsed times.</p> <p>Staff Responsible for Monitoring: AP and the campus emergency team.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Townwest Elementary School will engage staff in the training of the campus wide PBIS matrix.</p> <p>Strategy's Expected Result/Impact: Disciplinary data (referrals, ISS, and OSS) will be reduced.</p> <p>Staff Responsible for Monitoring: AP and the disciple committee.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | | |

Goal 3: FBISD will engage students, parents, staff and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Performance Objective 1: By June 2024, Townwest Elementary School will increase stakeholder/parent engagement through increased campus events as evidenced by program participation and increased attendance.

High Priority

Indicators of Success: Formative Indicators:

TWE will increase participation numbers of campus events from BOY to MOY by 5%

TWE will increase opportunities for parents to participate in campus events from BOY to MOY by 5%

Summative Indicators:

By June 2024, TWE will increase participation numbers of campus events from BOY to EOY by 10%

By June 2024, TWE will increase opportunities for parents to participate in campus events from BOY to EOY by 10%

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Provide opportunities each nine weeks for parents to have active time on campus. Strategy's Expected Result/Impact: To increase parent participation. Staff Responsible for Monitoring: Principal and AP</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Our parent educator will attend a conference to learn new ways to engage parents. Strategy's Expected Result/Impact: Create opportunities to engage parents. Staff Responsible for Monitoring: Parent Educator</p> <p>Title I: 2.4 - ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Townewest Elementary

Total SCE Funds: \$8.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

As a campus the State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. TWE will fund tutorial supplemental pay as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. The budge amount within in the CIP does not include the staffing coast associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Fund section.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------------------|----------------------------|------------|
| Emy Sorgwe | Literacy Intervention Teacher | Townwest Elementary School | 1 |
| Hershelle Elumelu | Math Coach | Townwest Elementary School | 1 |
| Melissa Johnson | Teacher Interventionist Math | Townwest Elementary School | 1 |
| Tisha Scott | ELA Coah | Townwest Elementary School | 1 |

Campus Funding Summary

| 199 General Fund | | | | | |
|------------------|-----------------------|----------|------------------|--------------|--------|
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 Title I-A | | | | | |
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums

| | Strengths | Concerns |
|---|---|--|
| <p>Student Engagement Survey</p> | <p>The campus use of technology to enhance instruction 90%</p> <p>Engaging students in physical activity and healthy eating habits 79%</p> <p>Setting learning goals with students 80%</p> <p>Students understanding information in class – effective teaching practice 85%</p> | <p>Engaging students in presenting during their learning experiences 48%</p> <p>Engaging students in discussions and debates 59%</p> |

Action Planning Tool



| What did you find? | What needs to be done? | Who and By When? | Resources | Potential Barriers | Communication and Implementation |
|---|---|--|--|--|---|
| Students rated TWE as needing improvement the learning experiences. | Provide students opportunities to engage in class presentations discussions and/or debates. | Classroom Teachers Coaches Administration by December 2023 | Technology Planning Lesson Plans FBISD Curriculum in Schoology PLC Schedules | Teachers being intentional about providing opportunities (time) for every student to prepare for the presentation with the pace of the curriculum. | Communicated during professional learning days and grade level PLC meetings. Implemented ongoing throughout the year. |
| | | | | | |
| | | | | | |

| LOC_DESCR | Location | POS # | POSN_DESCR | MAX HEADC | VACANT | LAST_NAME_SRCH | FIRST_NAME_S | JOBCODE | FTE | Column1 | PIC | STATUS | .IDAY_SCHED |
|--------------|------------------------|----------|--------------------------------|-----------|--------|----------------|--------------|---------|-----|----------------------------|-----|--------|-------------|
| TOWNEWEST114 | TOWNEWEST ELE 00001697 | 00001697 | INTERVENTIONIST MATH - ELEM T1 | 0.5 | 0 | JOHNSON | MELISSA | 015312 | 1 | 199.11.1000.00.114.2024.30 | 30 | A | 187SEP |
| TOWNEWEST114 | TOWNEWEST ELE 00001697 | 00001697 | INTERVENTIONIST MATH - ELEM T1 | 0.5 | 0 | JOHNSON | MELISSA | 015312 | 1 | 211.11.1000.SP.114.2023.30 | 30 | A | 187SEP |
| TOWNEWEST114 | TOWNEWEST ELE 00004462 | 00004462 | PARENT EDUCATOR T1 (FT) | 1 | 0 | CARDONA | DIANA | 0011FT | 1 | 211.61.1000.PC.999.2023.24 | 24 | A | 187SEP |
| TOWNEWEST114 | TOWNEWEST ELE 00010490 | 00010490 | INSTRUCTIONAL COACH MATH T1 ES | 1 | 0 | ELUMELU | HERSELLE | 015329 | 1 | 211.13.1000.IC.114.2023.30 | 30 | A | 210AUG |
| TOWNEWEST114 | TOWNEWEST ELE 00010491 | 00010491 | INSTRUCTIONAL COACH LIT T1 ES | 1 | 0 | SCOTT | TISHA | 015332 | 1 | 211.13.1000.IC.114.2023.30 | 30 | A | 210AUG |
| TOWNEWEST114 | TOWNEWEST ELE 00010492 | 00010492 | TEACHER LIT INTRVN ELEM T1 | 1 | 0 | SORGWE | EMY | 010173 | 1 | 211.11.1000.SP.114.2023.30 | 30 | A | 187SEP |

| L_ADMIN_PLCY_NB | |
|-----------------|--|
|-----------------|--|

| | |
|-----|------|
| P7 | #### |
| P7 | #### |
| 505 | #### |
| P7 | #### |
| P7 | #### |
| P7 | #### |

September 8, 2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,



Erika Edmond

Principal, Townwest Elementary